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ABSTRACT

The career education activities in the guide are designed to be integrated with the school curriculum at the fourth grade level. They should be used selectively according to class needs and capabilities. A career education philosophy, how to use the guide, and intermediate (grades 4-6) objectives are outlined. Fourth grade career education activities have been organized as they relate to nine personal and world-of-work oriented objectives. Units provided are in the subject areas of general self-development, language arts, social studies, math, science, health, and art. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes puppet work, displays, discussions, filmstrips, writing and reading, game and role playing, drawing, and keeping a cash register. Guidelines for resource people and field trips, a suppliers' address list, and an interviewing guideline for intermediate grades are appended. (Author/NH)

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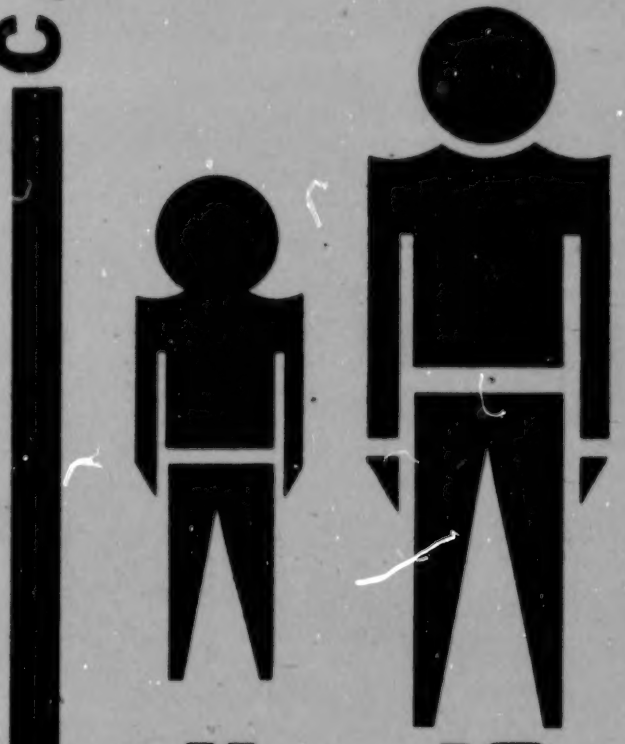
CAREER EDUCATION

NORTH DAKOTA



K - 12

CLASSROOM ACTIVITIES

ELEMENTARY

FOURTH

CE002107

BEST COPY AVAILABLE

CAREER EDUCATION PHILOSOPHY

(Grade 4)

The purpose of education is to develop in the child a positive self concept for his role in a free and changing society.

There are skills which every person must have in order to function successfully in society. The skills of reading, language arts, social studies, health, and the fine arts are important to the child if he is to have a secure and meaningful life.

Career education in the intermediate grades will acquaint the child with the World of Work by exposing him to a variety of experiences in order to make realistic career choices later in life. This total program will help to foster a positive attitude toward the dignity of work in our society.

The total elementary program will serve as a foundation so that the student will be better able to explore career choices at the middle, secondary, vocational, or college levels.

HOW TO USE GUIDE

The career development activities in this manual are ferencing materials that are designed to be integrated with the school curriculum. These activities are to be incorporated to help elementary children become more aware of the World of Work. In planning for further education and future employment too many young students are unprepared to choose a field in which they would have interest, ability and aptitude.

Teachers should not feel restricted to use only resource materials listed in the activity. Additional materials may be obtained locally in addition to the comprehensive list in Appendix F.

The Table of Contents follows which summarizes activities found under the basic subject headings. Many of the activities are integrated with other subject areas.

Information contained in the Appendices include:

1. Appendix A

   a. Bismarck filmstrip library list I-97 to I-98

2. Appendix B

   a. Resource people guideline I-100
   b. Form letter I-101
   c. Follow-up I-102

3. Appendix C

   a. Field trip I-104
      1) Preliminary letter to field host I-104a
      2) Student evaluation sheet I-104b

4. Appendix D

   a. Address of supplies of resource materials I-106 thru I-109

5. Appendix E

   a. Interviewing guideline I-111
   b. Questionnaire I-112 thru I-113

6. Appendix F

   a. Material available at State Board for Vocational Education, Exemplary Project, 900 East Boulevard, Bismarck, ND 58501

INTERMEDIATE (GRADES 4-6) BROAD OBJECTIVES

I. To develop a positive self-concept that will lead to future self-fulfillment in a vocation.

A. To help students:

1. To respect and accept self and others
2. To be dependable
3. To be responsible
4. To be cooperative
5. To enjoy work and play
6. To make wise decisions and choices.

II. To develop a wide and varied interest that will open up an expanded basis for vocational choice.

III. To give students an opportunity to express goals and aspirations.

IV. To develop a positive attitude toward work and preparation for work.

V. To present appropriate occupational information using a broad introduction of occupations throughout the world.

VI. To provide more specific observational experience about the world of work.

VII. To make school subjects more meaningful.

VIII. To develop and foster a positive attitude toward the value of fine art.

IX. To impress upon student that a healthy body and mind is essential to a productive worker.

X. To develop skills basic to living a full and meaningful life.

FOURTH GRADE TABLE OF CONTENTS
Listed According to Subject Areas

Page

GENERAL

I-1 Self-Concept
I-2 Occupational Information
I-3 Self-Concept
I-4 Improvement Award
I-5 Job Families

LANGUAGE

I-6 Open Ended Story
I-7 Discussion
I-8 Self-Appraisal
I-9 Dictionary
I-10 Questionnaire
I-11 Questionnaire
I-12 Role Playing
I-13 Aspirations
I-14 Letter Writing
I-15 Library
I-16 Organization
I-17 Reports

SOCIAL STUDIES

I-18 Assembly Line
I-19 Famous Men
I-20 Regions
I-21 Review
I-22 Desert
I-23 Products (North Dakota)
I-24 Community (North Dakota)
I-25 Varied Interests (North Dakota)
I-26 Industry (North Dakota)
I-27 Dams (North Dakota)

MATH

I-28 Problem Solving
I-29 Money, Time, Graphs
I-30 Riddles and Games
I-31 Banking
I-32 Value of Money
I-33 Pricing

SCIENCE

I-34 Weather
I-35 Electricity (North Dakota)
I-36 Seashore animals

HEALTH

I-37 Professional People
I-38 First Aid
I-39 Calories
I-40 Basic Foods

ART

I-41 Drawing (figure, feature)
I-42 Drawing
I-43 Drawing (Perspective, Design, Printing)
I-44 Sculpture

APPENDICES

I-45 Appendix B
Resource People Guide
I-49 Appendix C
Field Trip Guide
I-52 Appendix D
Addresses of Suppliers
I-57 Appendix E
Interviewing Guide

FOURTH GRADE TABLE OF CONTENTS
Listed According to Broad Objectives

I. To develop a positive self-concept that will lead to future self-fulfillment in a vocation.

Page 1 General (self-concept)
3 General (Self-concept)
4 General (improvement award)
6 Language (self-concept)
7 Language (discussion)
8 Language (self-appraisal)
9 Lanuage (dictionary)
18 Social Studies (cooperation)
28 Math (problem solving)

II. To develop wide and varied interest that will open up an expanded basis for Vocational choice.

Page 11 Language (interview)
23 Social studies (N. D. Products)
24 Social Studies (N. D. Communities)
25 Social Studies (N. D. interview)
34 Science (weather)
35 Science (N. D. electricity)
36 Science (seashore animals)
37 Health (medical profession)

III. To give students an opportunity to express goals and aspirations

Page 13 Language (aspiration)
17 Language (reports)

IV. To develop a positive attitude toward work and preparation for work

10 Language (attitude towards work)
19 Social Studies (famous men)
29 Math (money, time, graphs)

V. To present appropriate occupational information using a broad introduction of occupations throughout the world.

2 General (game)
5 General (job families)
14 Language (business letters)
16 Language (organization)
20 Social Studies (regions)
21 Social Studies (review)
26 Social Studies (N. D. industry)
30 Art, Math (graph)

VI. To Make School Subjects More Meaningful

12 Language (role playing
15 Language (library)
22 Social Studies (Nature's resources)
27 Social Studies (N. D. dam)
31 Math (banking)
32 Math (money)
33 Math (pricing)

TABLE OF CONTENTS ACCORDING TO BROAD OBJECTIVES CONTINUED

VII. To Develop and Foster a Positive Attitude Toward the Value of Fine Art

Page 41 Art (figure and feature drawing)
42 Art (drawing)
43 Art (perspective, design, painting)
44 Art (sculpture)

VIII. To Impress Upon the Student that a Healthy Body is Essential to a Productive Worker.

38 Health (first Aid)
39 Health (calories)
40 Health (basic foods)

IX. To Develop Skills Basic to Living a Full and Meaningful Life

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive self-concept that will lead to future self-fulfillment in a vocation.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will be able to share experiences about peer relationships.

SUGGESTED SUBJECT AREA General

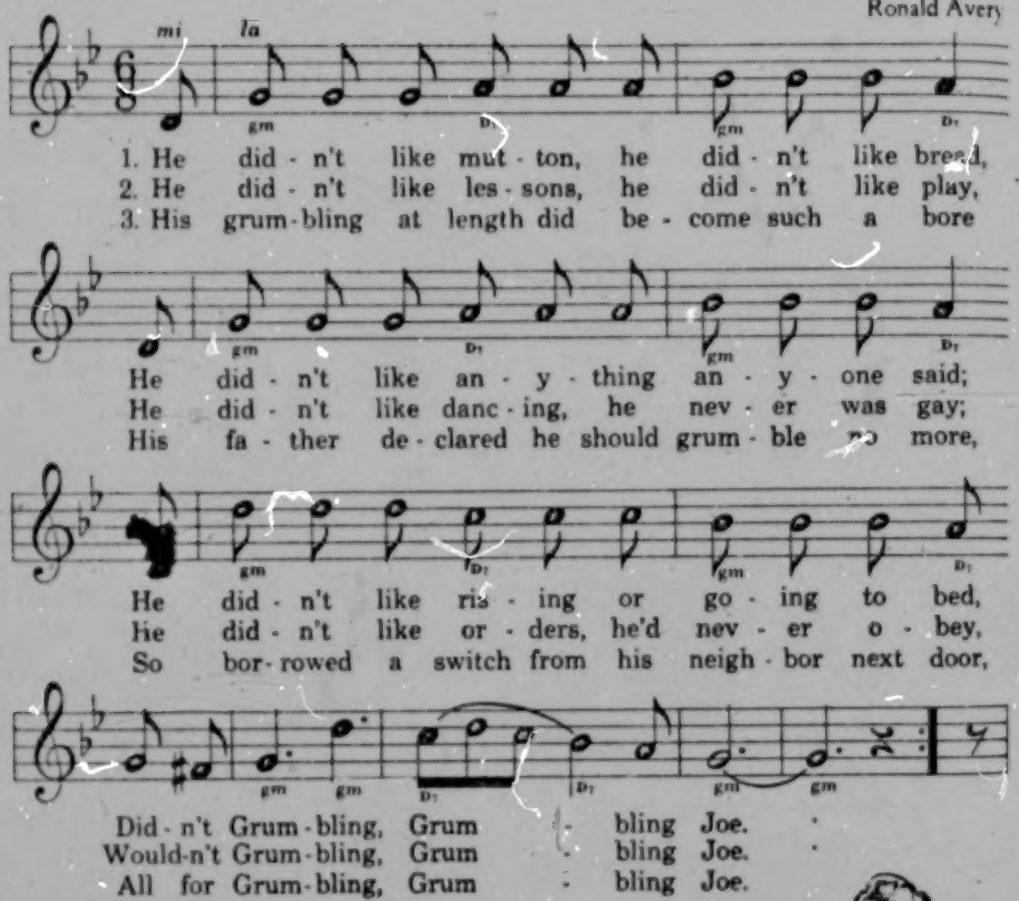
SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
View the filmstrip from the series: How Do You Feel? How Do You Fell About Other Children? Write a paragraph "How I Can Make My Classmates Like Me" Discuss and write about themselves or their best friend.	View the filmstrip and discuss 1. How do you feel about being with older children? 2. How do you feel about being with younger children? 3. How do you feel about being with your best friends? 4. How do you feel about someone new in the classroom? 5. Evaluation of interests, values, abilities, and attitudes.	*How Do You Feel About Other Children? IFC 130-5 Series: How Do You Feel? Song: "Grumbling Joe", P. 34 Singing Everyday, copy on page - 2B Values: "Understanding Others" BFA 709 (9 min. color) School Problems "Getting Along With Others" (10½ min. color) BFA 614

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Grumbling Joe (p. 250)

Traditional

Ronald Avery

mi
la
gm
D7
1. He did - n't like mut - ton, he did - n't like bread,
2. He did - n't like les - sons, he did - n't like play,
3. His grum - bling at length did be - come such a bore
He did - n't like an - y - thing an - y - one said;
He did - n't like danc - ing, he nev - er was gay;
His fa - ther de - clared he should grum - ble no more,
He did - n't like ris - ing or go - ing to bed,
He did - n't like or - ders, he'd nev - er o - bey,
So bor - rowed a switch from his neigh - bor next door,
Did - n't Grum - bling, Grum - bling Joe.
Would-n't Grum - bling, Grum - bling Joe.
All for Grum - bling, Grum - bling Joe.
Poor Joe.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

CONCEPT: Reading helps people in their careers.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to respond with a guess once during the course of the job interest game.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Game: "It" gives clues about a job he might like to do when he grows up. Others guess what the job might be. Clues: 1. What I wear? (uniform or others) 2. Where I work (inside or out) 3. Man or Woman 4. College or special training. 5. Takes strong person (or not) etc.	Reference materials would be used to gather information on types of employment. Enough knowledge about the job would be necessary to answer questions from class.	* Carla Greene - Children's Press 15 titles What Job For Me? McGraw-Hill Co. New York, NY Series of 14

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? _____; Grade level? _____.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
   a. What additions or deletions could you suggest in the activity and technique column?
   b. Could you suggest additional resource materials for this activity.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive self-concept that will lead to future self-fulfillment in a vocation.

Concept: Individuals differ in abilities, interests, attitudes and values

SPECIFIC BEHAVIORAL OBJECTIVE: Each student is able to identify at least one competency of each student in the room. By completing a checklist.

SUGGESTED SUBJECT AREA General & Art

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Show the filmstrip. Discussion: Competencies needed to complete a task. Have students suggest that could perform the particular task best. (Should be done later in school year when students know one another quite well.) Have the children select duties that they think a child is capable of doing.	Have the children vote for the child they think could do one of the following: (When a child has been selected eliminate his name so others will be chosen as being able to perform the task. More than one can be named for some. 1. Sing a song 2. Sew on a button 3. Spell a word 4. Be a captain 5. Ride a horse 6. Fix something 7. Babysit 8. Draw a picture 9. Clean the room 10. Speak a foreigh language 11. Write a story 12. Take care of a pet 13. Be on television.	*"Who Are You?" S. V. E. - S. R. A. 259 E. Erie St. Chicago, Ill. 60611 *What Job For Me? 14 book series McGraw Hill Book Co., New York, NY Understanding Ourselves (9 min) film B. F. A. 699

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Correlate with art by drawing pictures.

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	14. Do a math problem 15. Paint a chair 16. Lift something heavy. Child can draw a picture of himself doing the activity. Job competency checklist (attached)	

3b

STUDENT'S NAME	JOBS
1. _____	_____A. Sing a Song
2. _____	_____B. Sew a Button
3. _____	_____C. Spell a word
4. _____	_____D. Be a Captain
5. _____	_____E. Ride a horse
6. _____	_____F. Fix something
7. _____	_____G. Babysit
8. _____	_____H. Draw a picture
9. _____	_____I. Clean the room
10. _____	_____J. Speak a foreign language
11. _____	_____K. Write a story
12. _____	_____L. Take care of a pet
13. _____	_____M. Be on television
14. _____	_____N. Do a math problem
15. _____	_____O. Paint a chair
16. _____	_____P. Lift something heavy
17. _____	
18. _____	
19. _____	
20. _____	
21. _____	
22. _____	
23. _____	
24. _____	
25. _____	
26. _____	
27. _____	
28. _____	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self-concept that will lead to future self-fulfillment in a vocation.

CONCEPT: Self understanding is important in making career choices.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of the year-long award activity, each child is able to state orally two ways that he has changed his behavior.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. An improvement award given each week. Post name of student on the bulletin board who has earned the award. Individual child may also receive a card showing this. (See attached sheet) 2. Goofus and Gallart page of Highlights for Children used for pantomime or puppet work. (Should be done later in the school year)	Discussion of characteristics children have that others will notice and appreciate; how individual can improve these.	Improvement Award Kit Highlights for Children, Inc. *Self Awareness Kit, S. R. A Stage II Responding

SUGGESTED CORRELATION FOR THIS ACTIVITY:

FOR OUTSTANDING
IMPROVEMENT
IN THE AREA
CHECKED AT RIGHT

_____
Date

_____
Teacher

_____
Presented to

___ Being Dependable

___ Being Cheerful

___ Sharing

___ Listening While Others Speak

___ Trying Hard to Learn

___ Neatness in Written Work

___ Being Thoughtful of Others

___ Being Friendly

___ Cleanliness of Hands and Face

___ Showing Good Manners

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work

CONCEPT: Understanding of math helps people in their work. (2) An understanding of science helps people in their work. (3) People need to communicate effectively.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will list three occupations related to math, science and English.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Introduce children to the concept of job families and interest-area families by making a booklet.	1. Reproduce the diagrams using their own design instead of circles. 2-3 children can work together. 2. Put the diagrams into a booklet. 3. Include in the booklet pictures, cut from magazines, that relate to the occupations in each subject area.	Magazines Diagrams for Exploring Occupations related to school subjects. * colorful posters depicting "Diagrams for Exploring Occupations Related to School Subjects."

SUGGESTED CORRELATION FOR THIS ACTIVITY:

DIAGRAMS FOR EXPLORING OCCUPATIONS RELATED TO SCHOOL SUBJECTS

The diagrams on the following pages are designed to assist students who are undecided about a specific occupation, but have interest in one of the major subject areas. Each occupation has been coded according to the Dictionary of Occupational Titles for easy reference. Students who desire to obtain additional information about a certain occupation can refer to the professional file by the Dictionary of Occupational Titles code number.

The Dictionary of Occupational Titles is a United States Department of Labor publication, and consists of five points:

(1) The occupational title,

(2) the industry designation or work activity with which the occupation is identified,

(3) classification by code number,

(4) alternate titles, and

(5) a brief description of the duties of the occupation.

The D. O. T. is available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D, C, 20402.

The above refers to eh D.O.T. (Dictionary of Occupational Titles) 1965 Third Edition, Volumns I & II.

Suggestion: The diagrams can be used on bulletin boards or for class discussions. (We would be interested to know how your school uses this information, particularly if the methods are different from those listed above.)

Mail Order Form to: D.O.T. ORDER FORM (All orders are prepaid)
Superintendent of Documents, Government Printing Office, Washington D. C. 20402

Enclosed find $_____ (check or money order)

Please send me _____ Volume I - Definitions of Titles - at $5.00 each

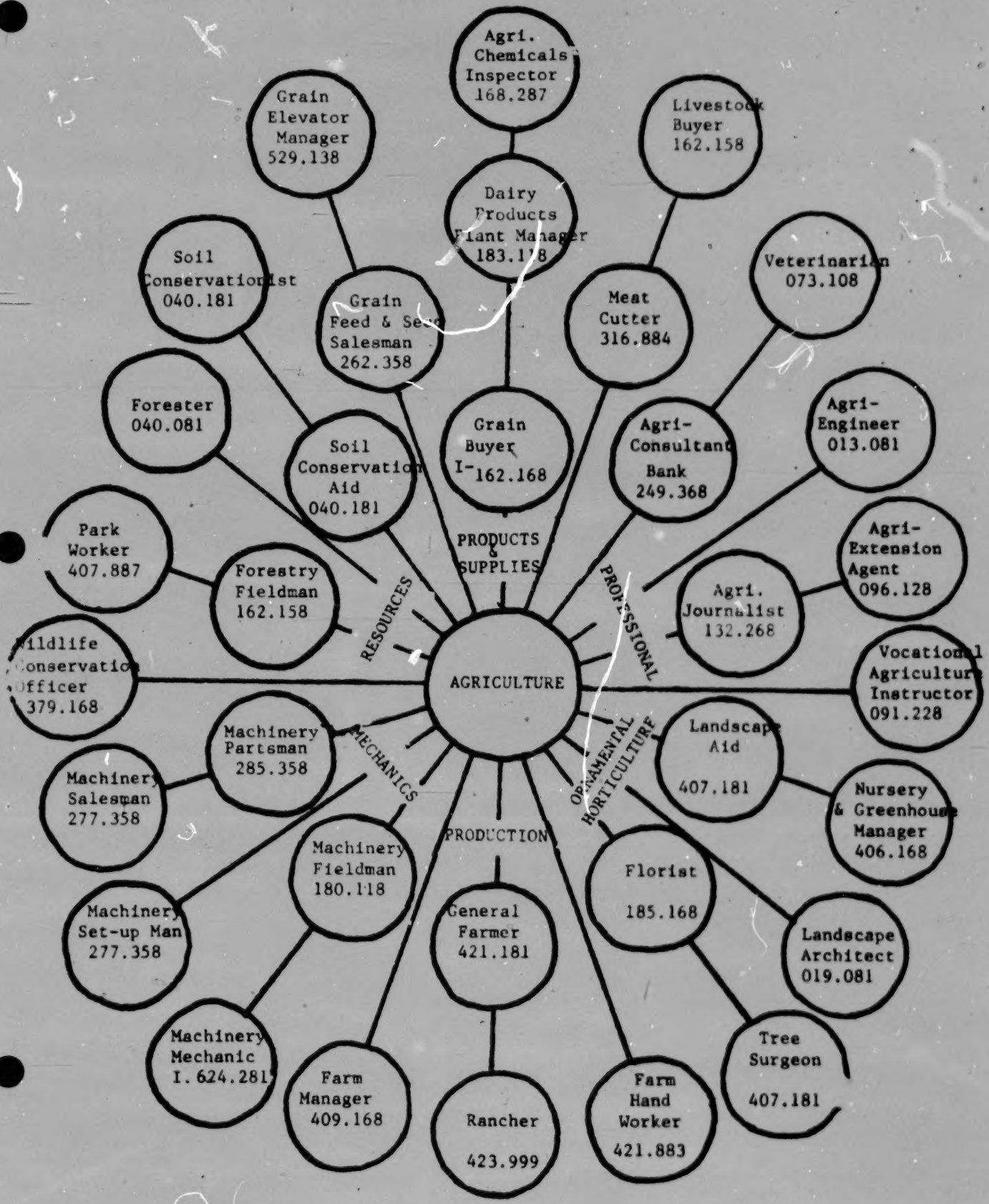
Please send me _____ Volume II - Occupational Classification - at $4.25 each

Name_____School_____

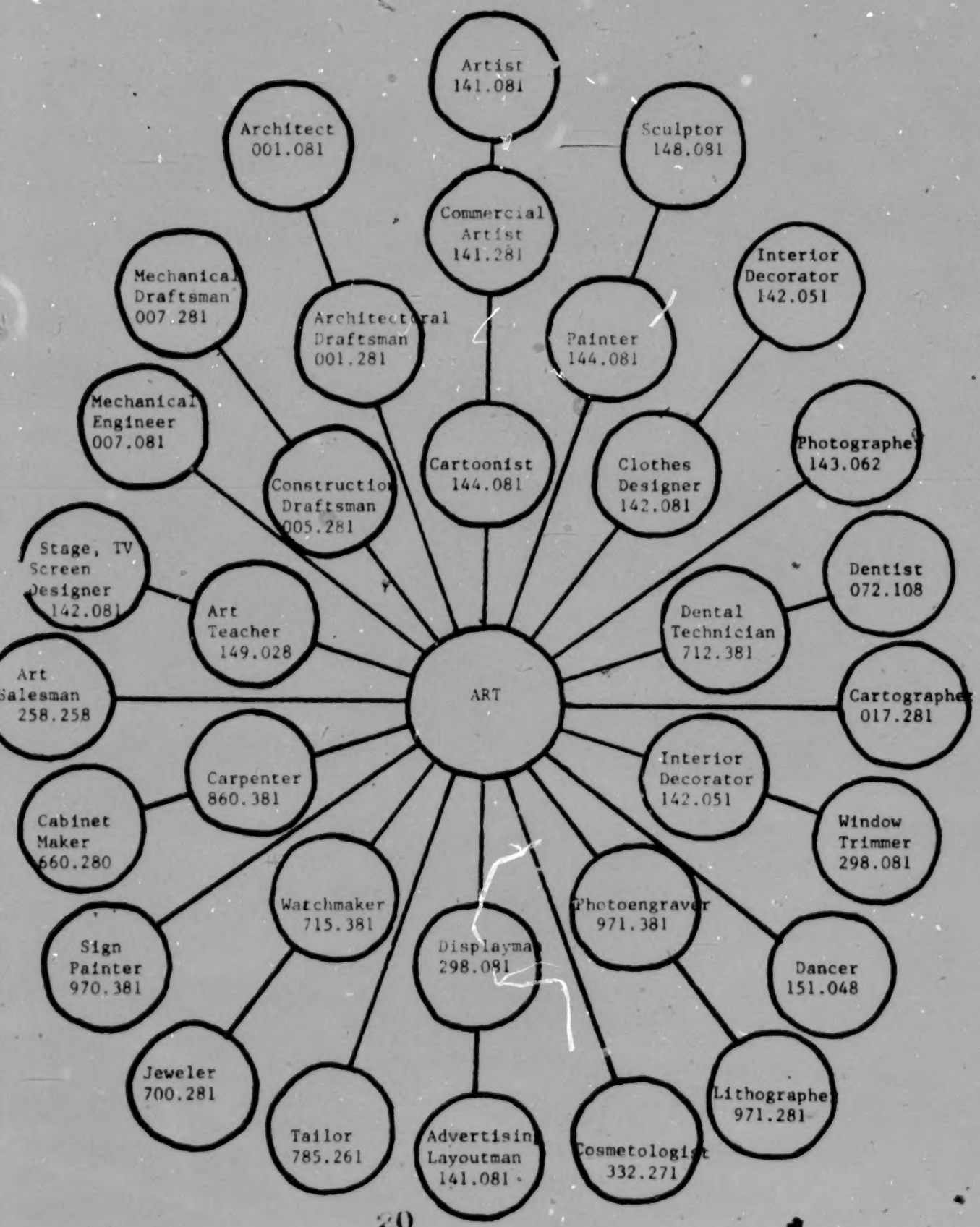
Street Address_____

City, State and ZIP Code_____

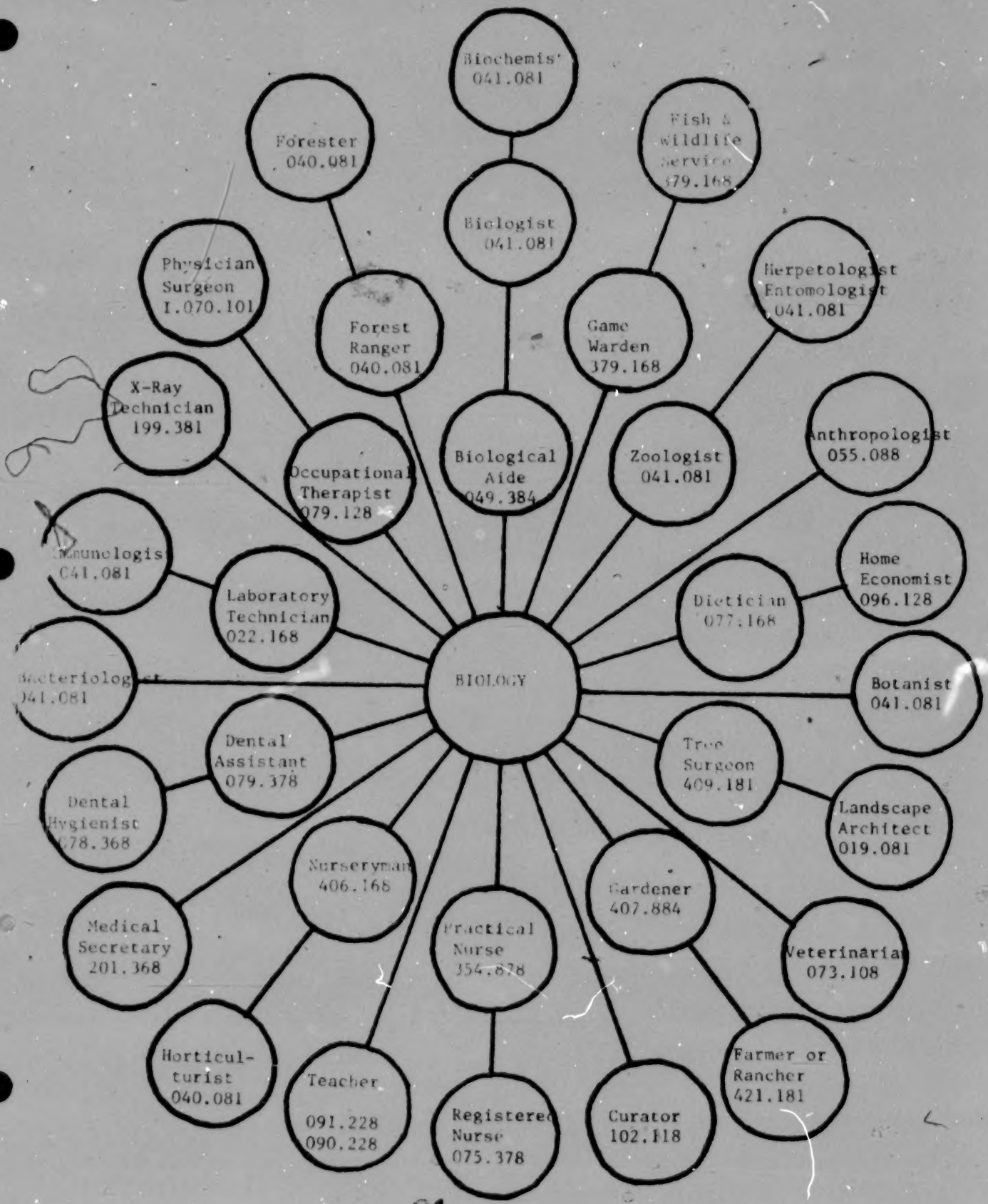
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN AGRICULTURE



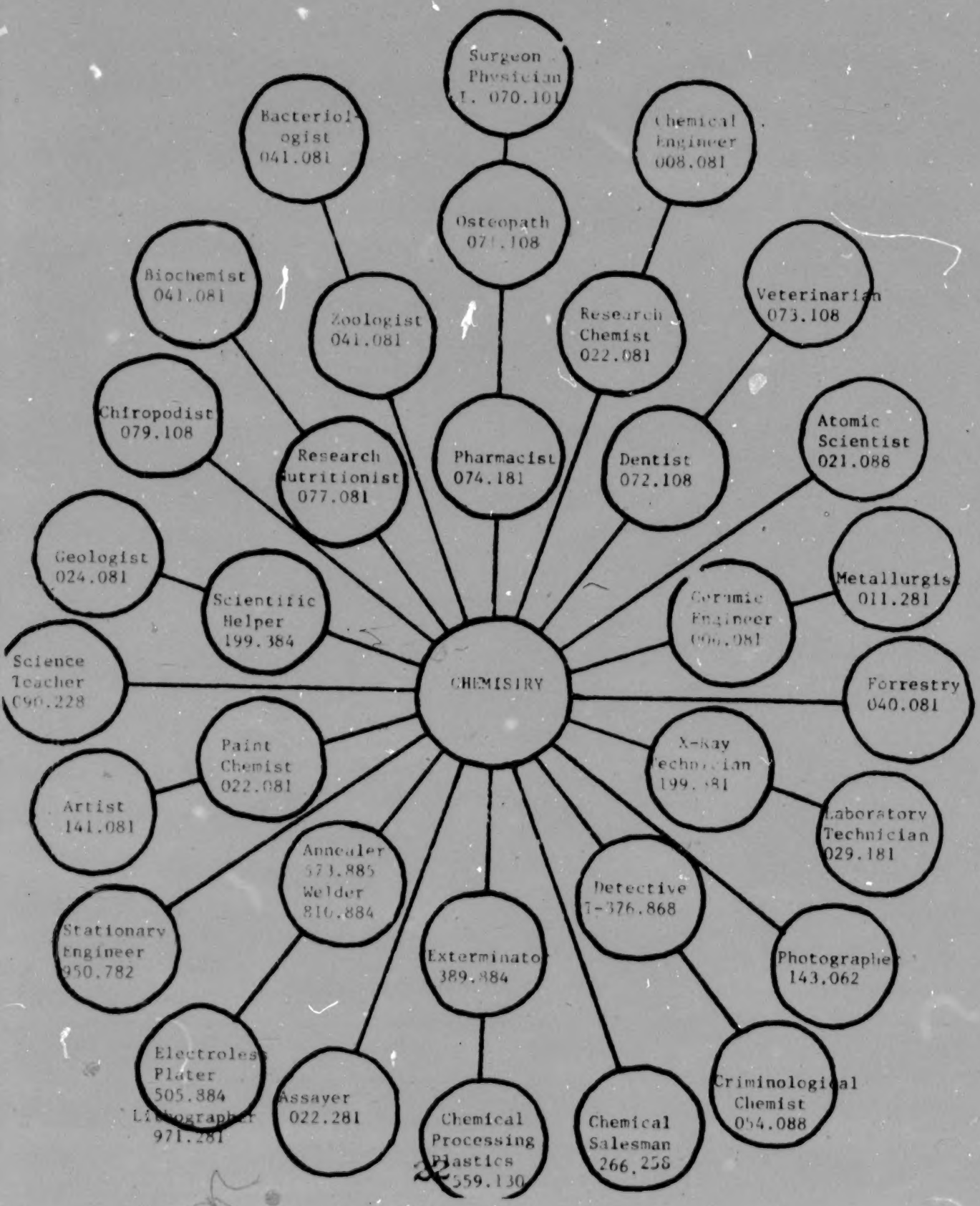
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ART



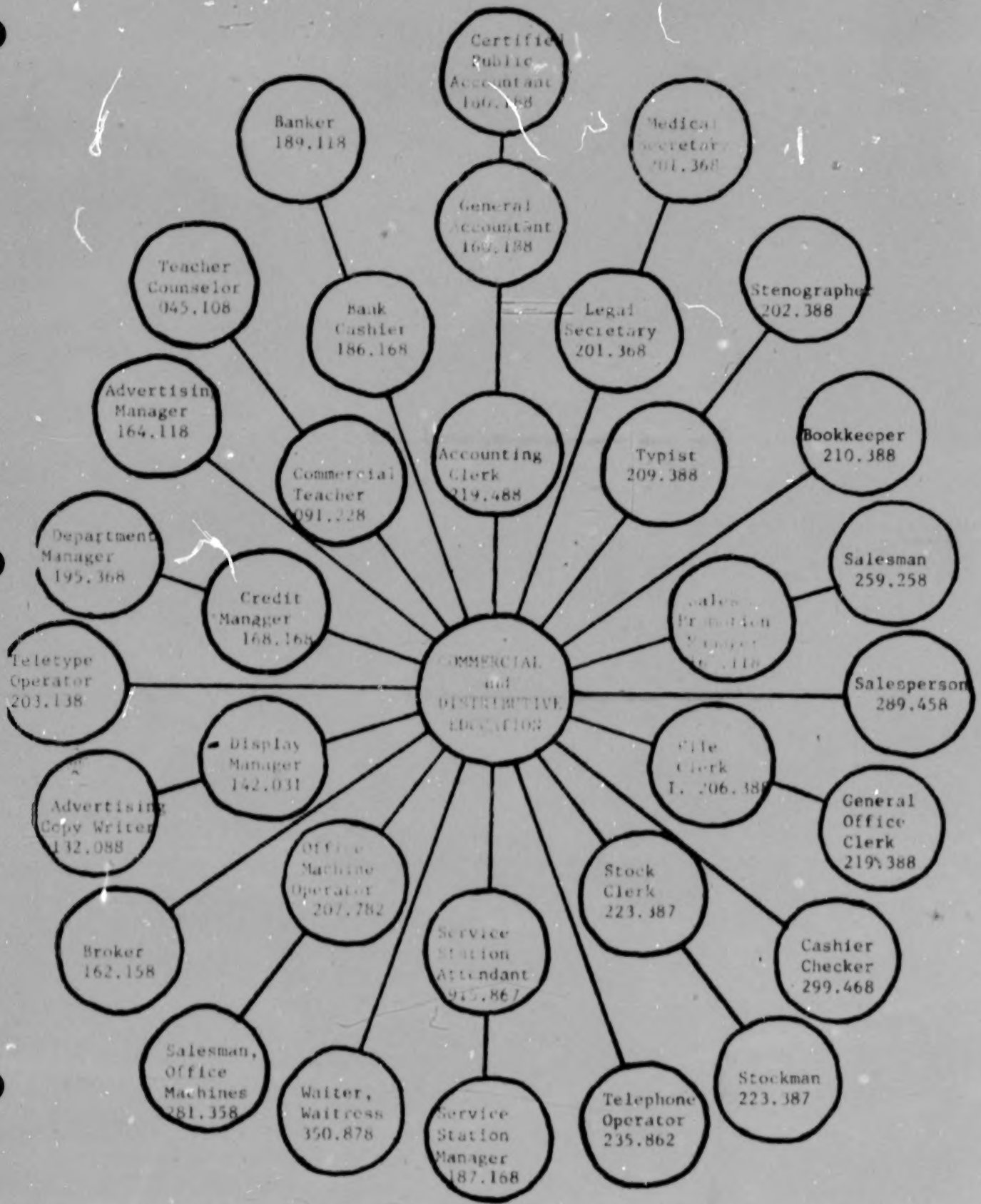
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BIOLOGY



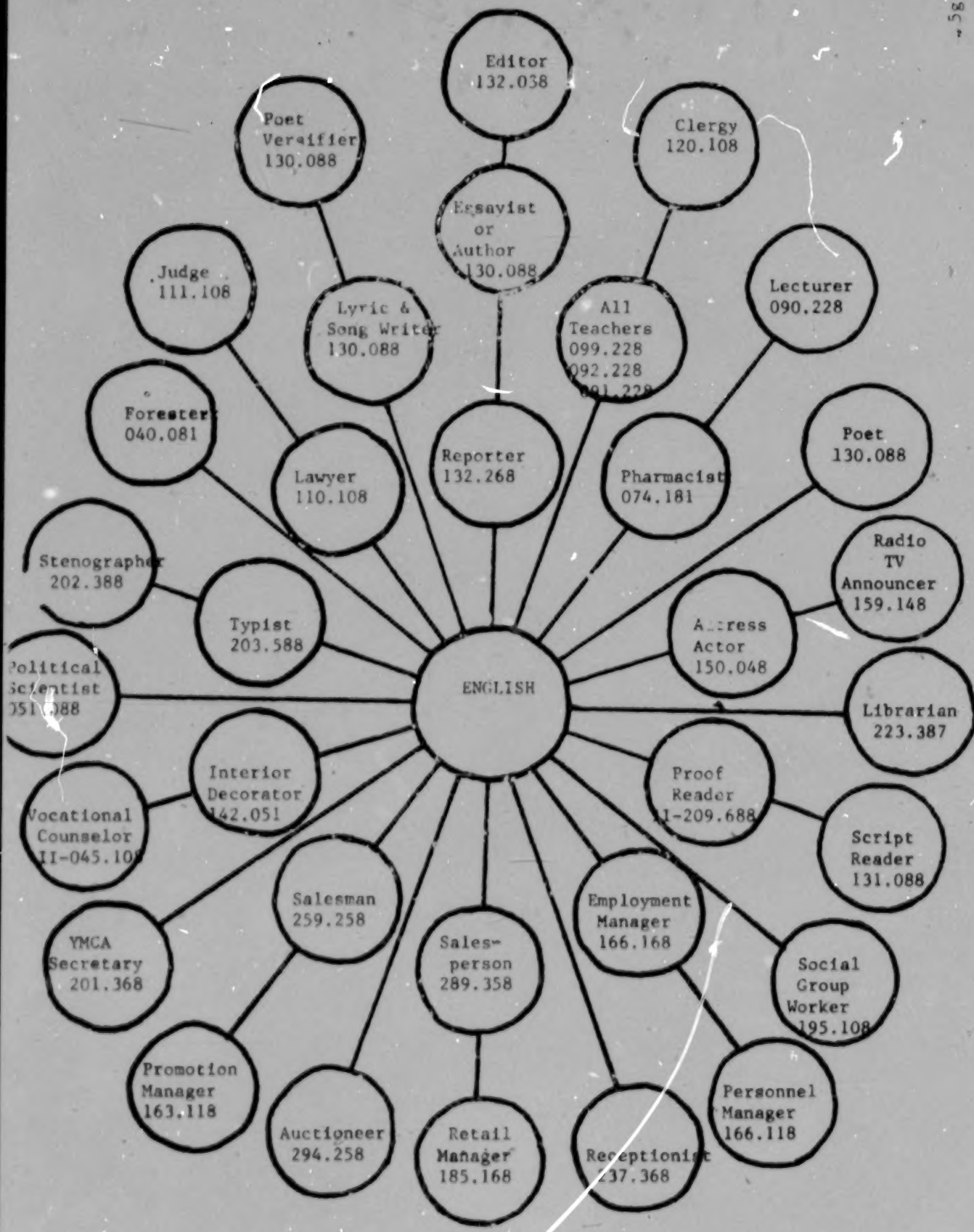
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN CHEMISTRY



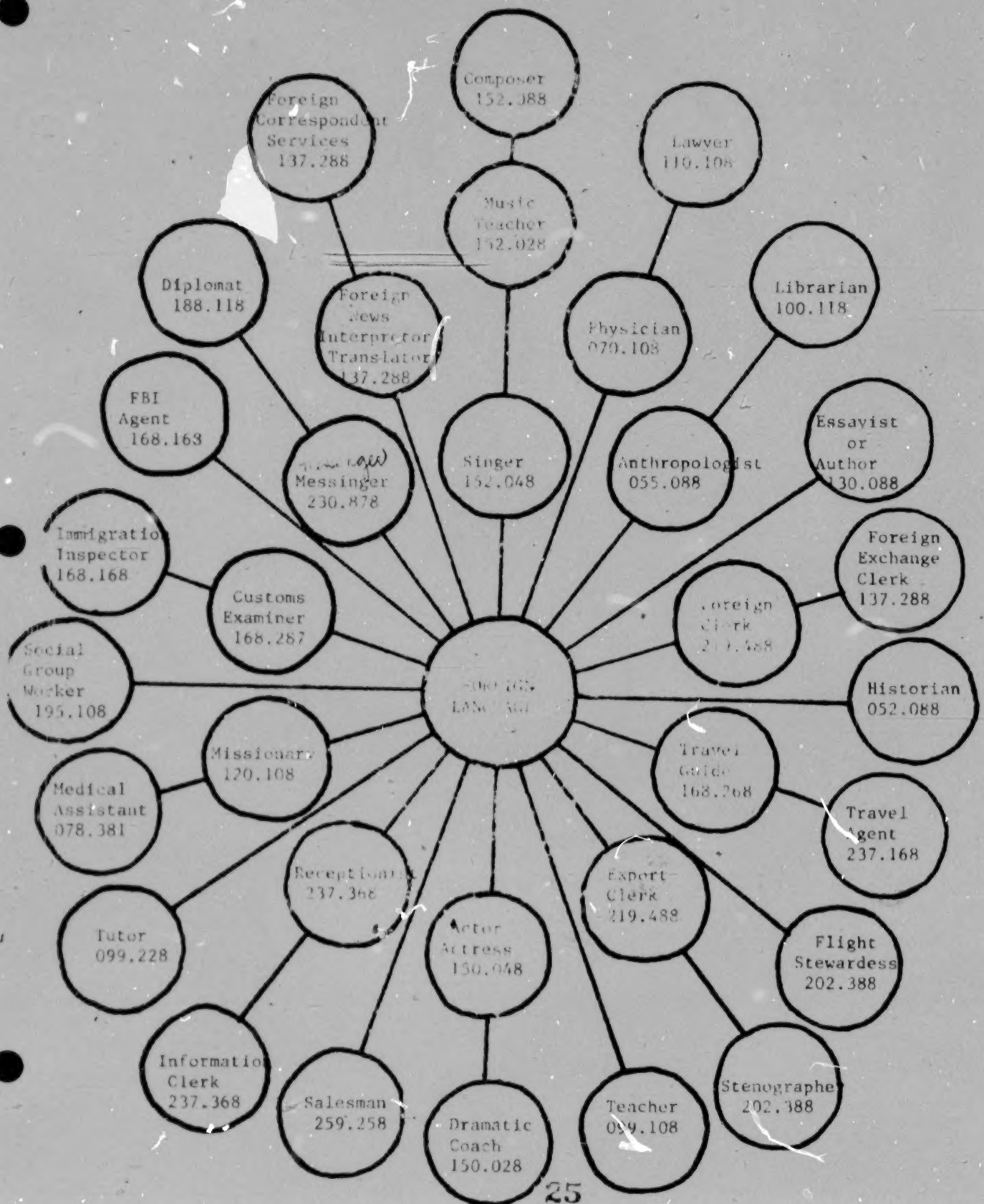
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BUSINESS TRAINING AND DISTRIBUTIVE EDUCATION



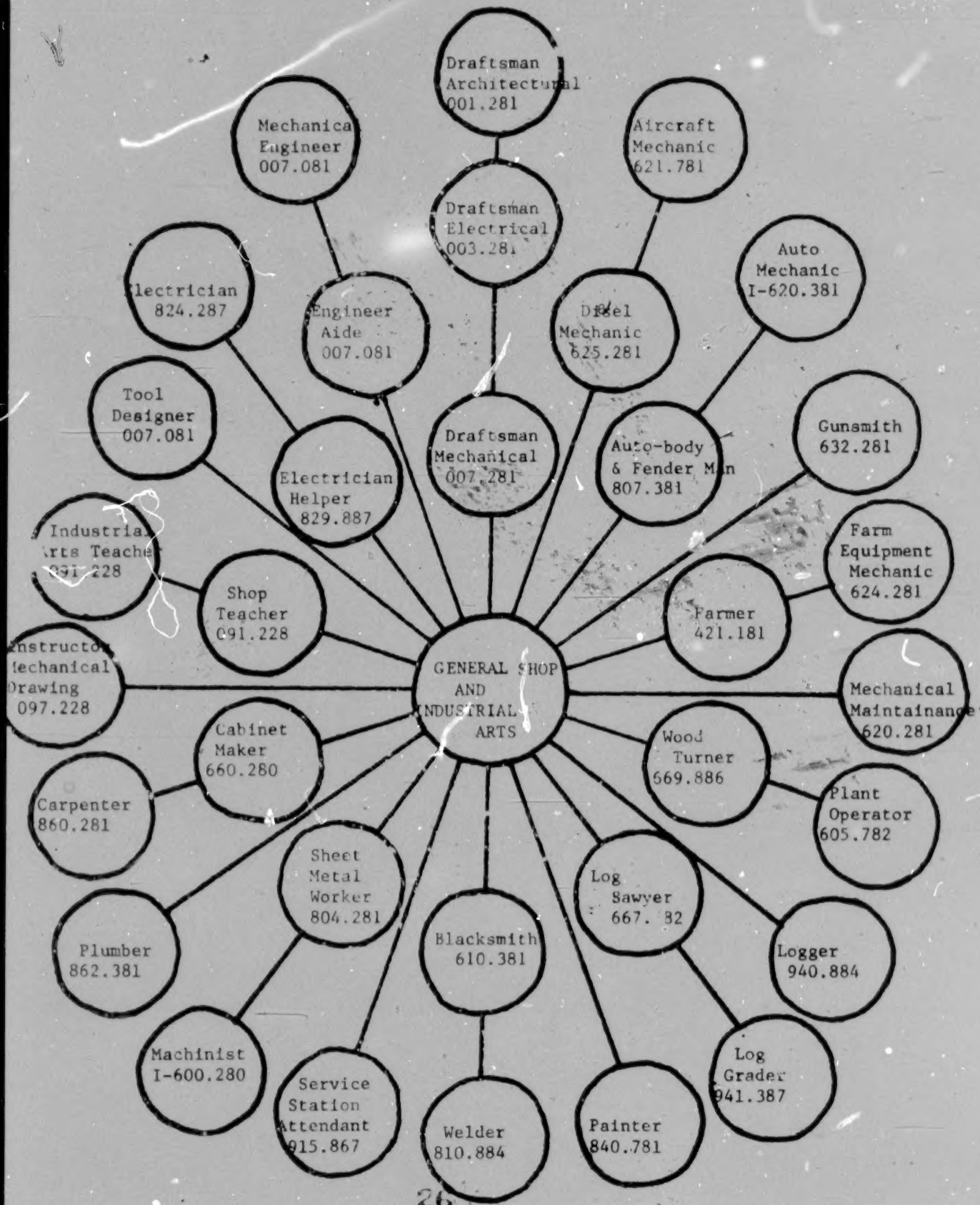
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH



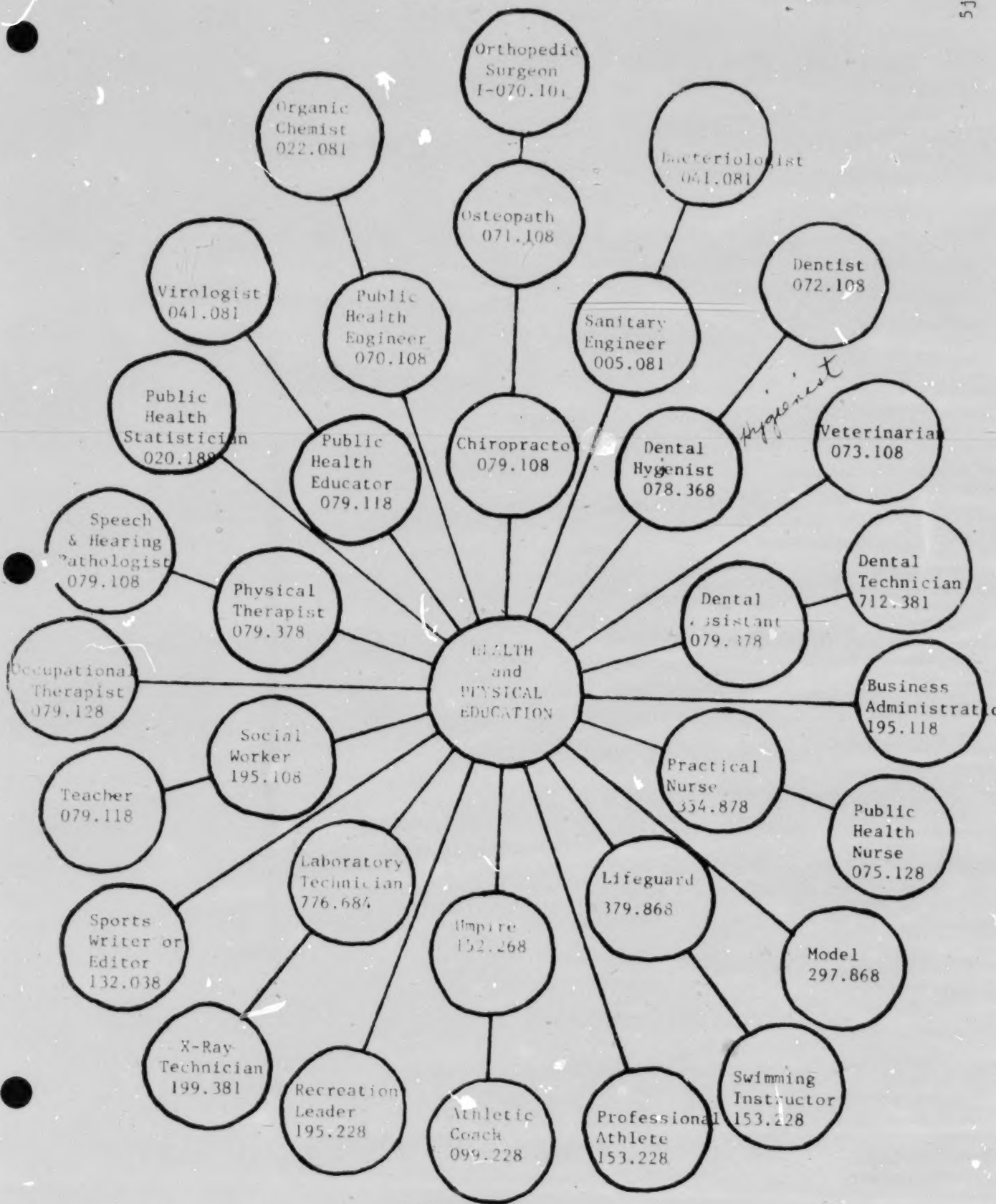
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN FOREIGN LANGUAGE



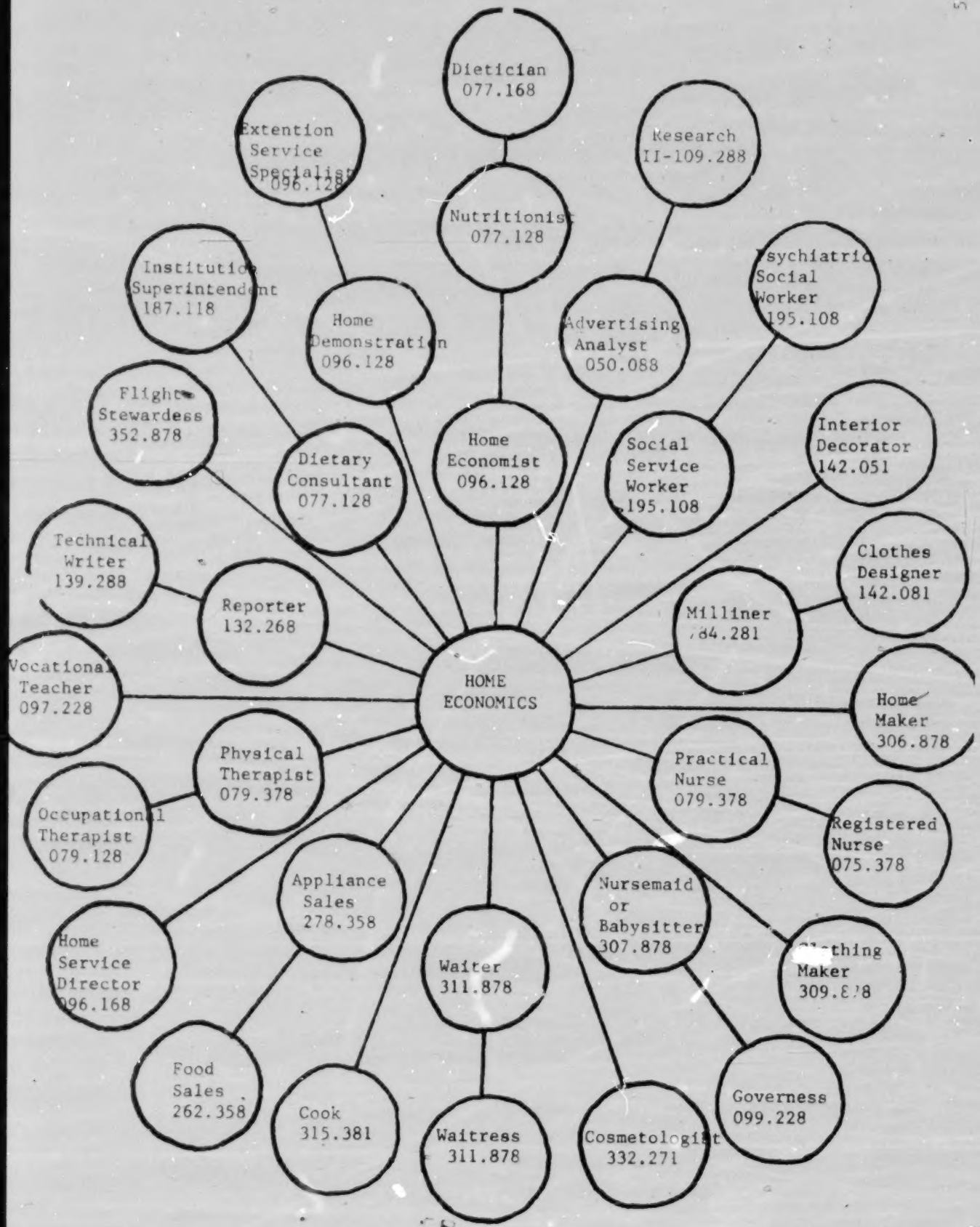
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN GENERAL SHOP AND INDUSTRIAL ARTS



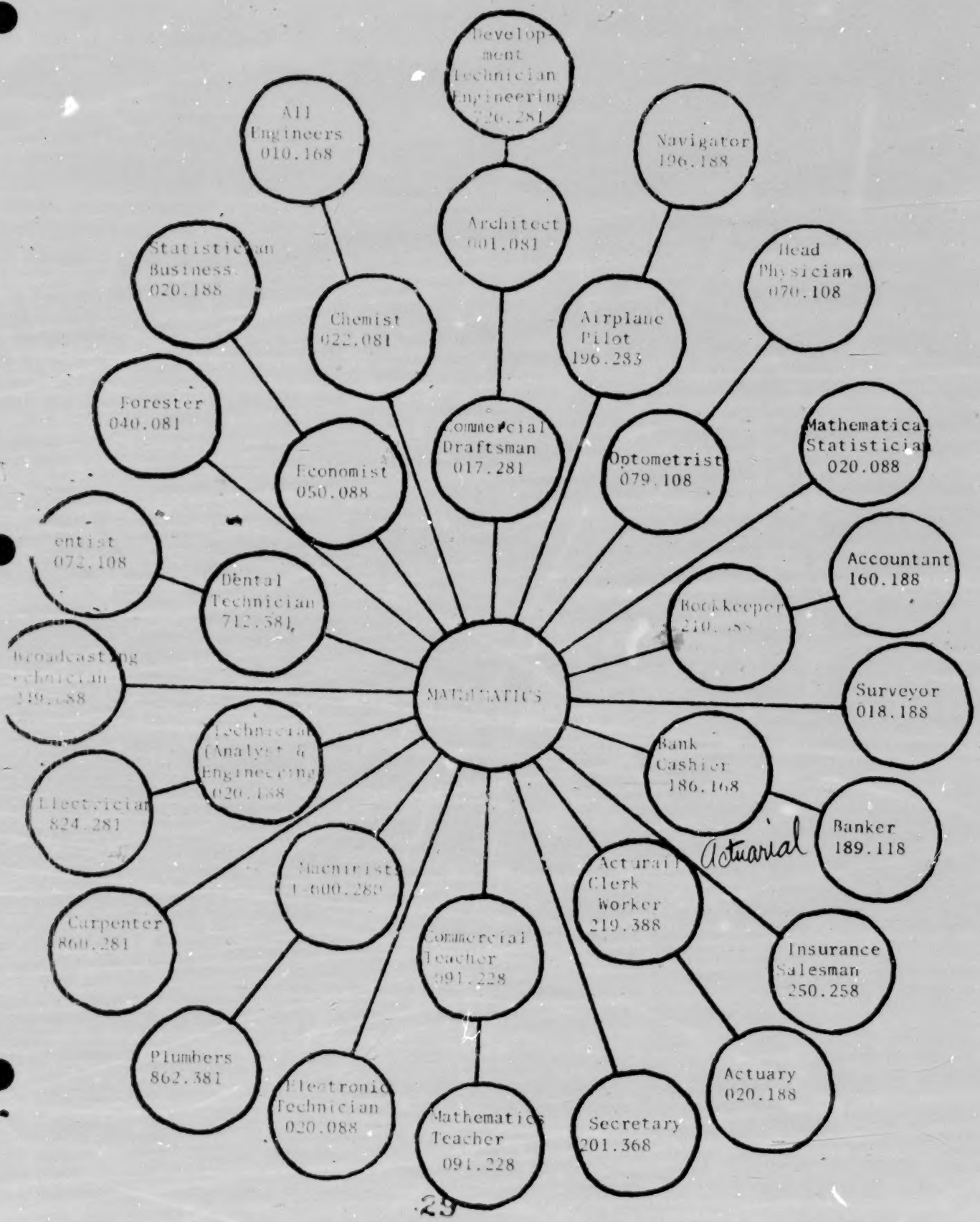
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HEALTH AND PHYSICAL EDUCATION



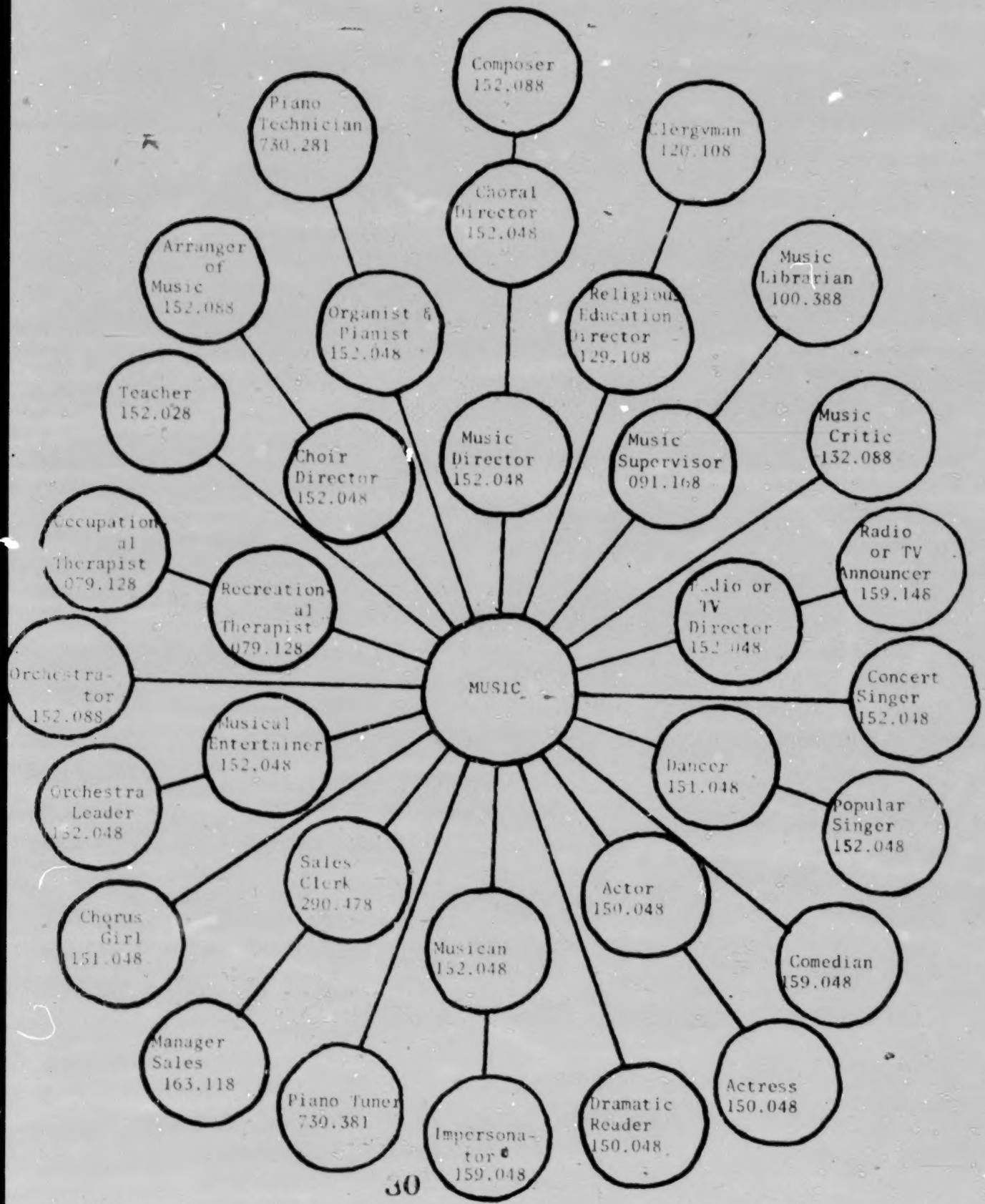
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HOME ECONOMICS



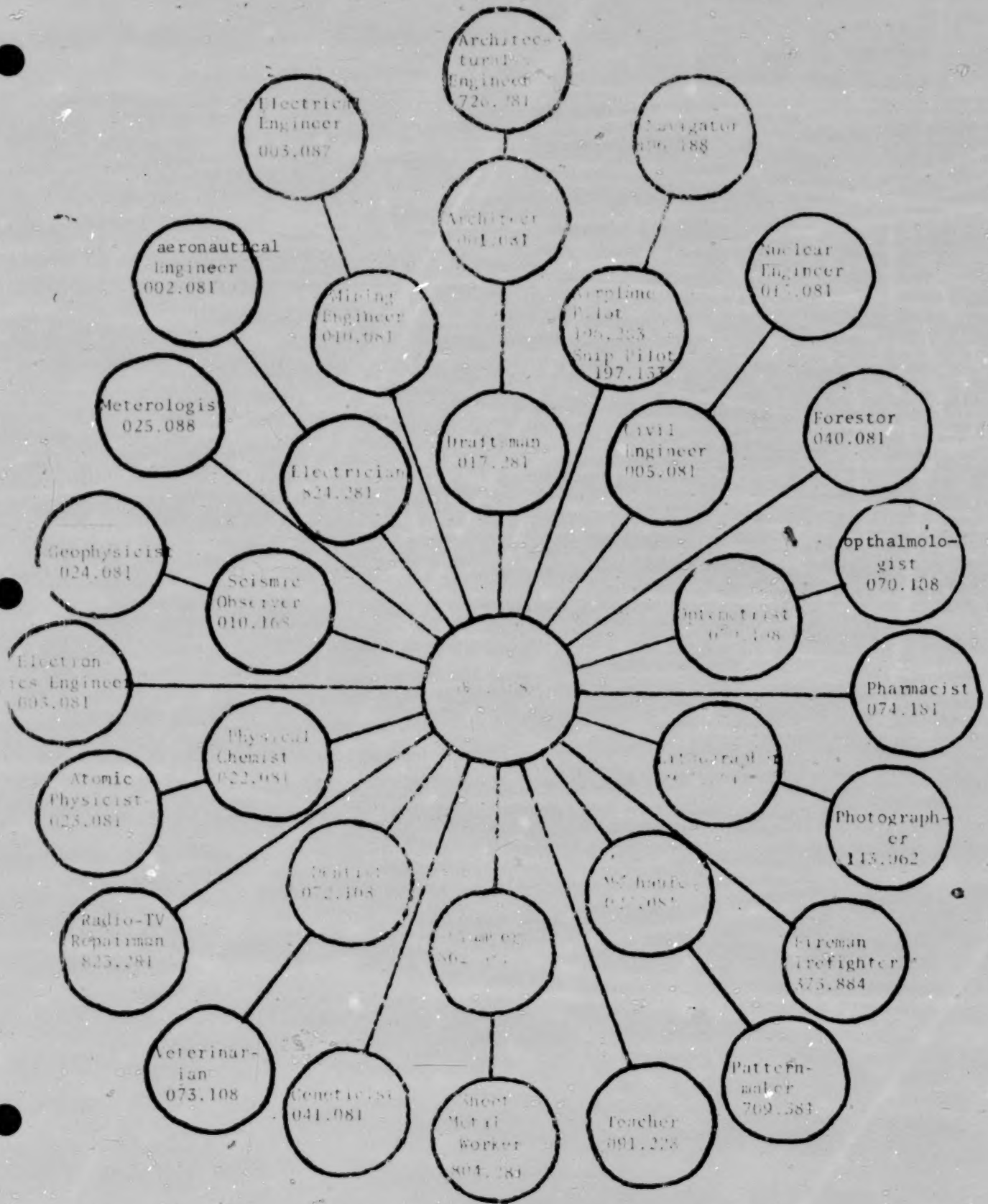
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MATHEMATICS



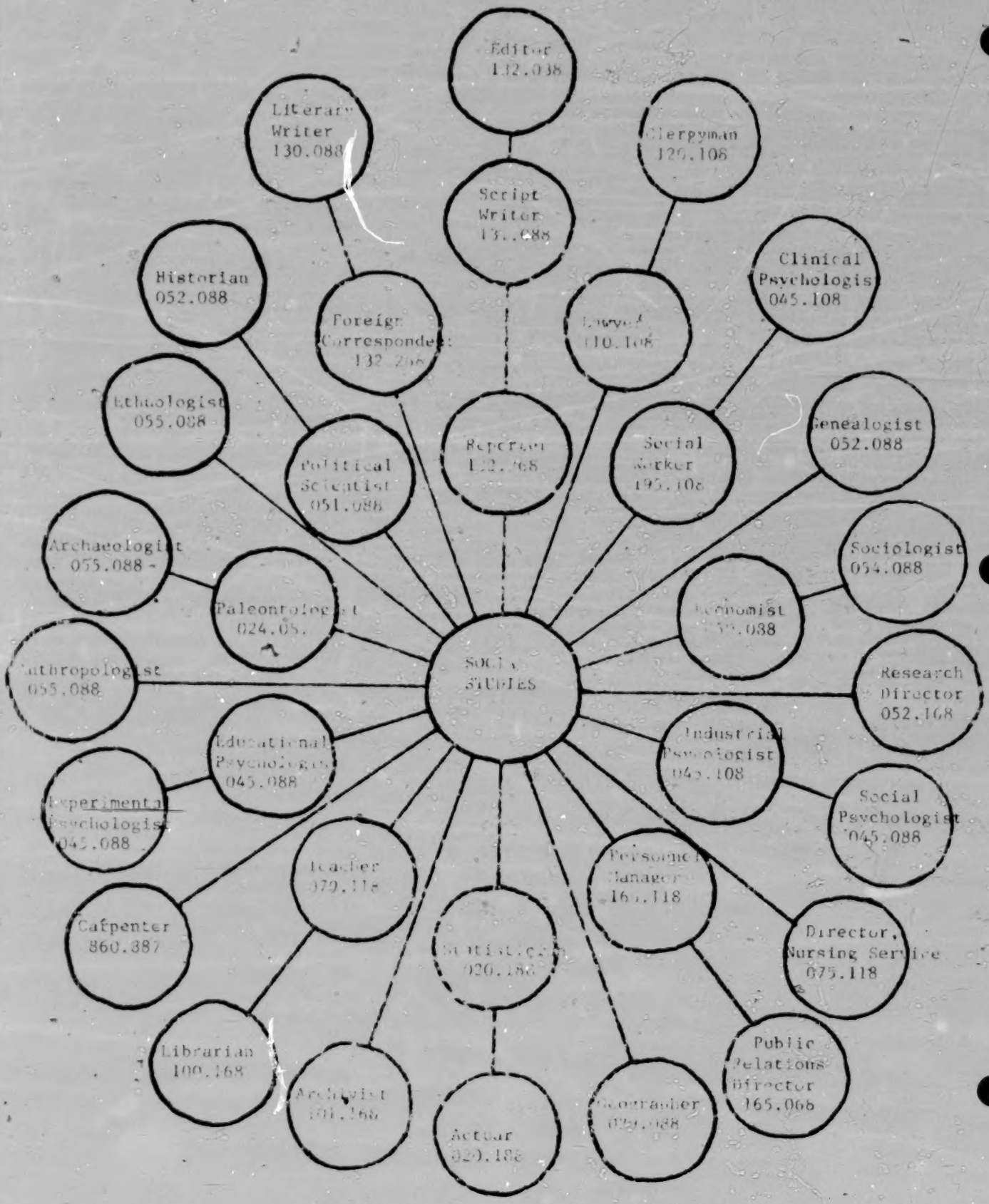
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MUSIC



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN PHYSICS



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN SOCIAL STUDIES



CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive self-concept, that will lead to future self-fulfillment in a vocation.

CONCEPT: Individuals differ in abilities, interests, attitudes and values.

SPECIFIC BEHAVIORAL OBJECTIVE: The student will write or tell their own endings to the stories and check to see what kind of attitude they portray.

SUGGESTED SUBJECT AREA Language

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
View the filmstrip and listen to the cassette from the series, Open-Ended Stories.	(1) After viewing the filmstrip the children can discuss what should be done. (2) Suggest they write an ending of their own for the story. Children become strong thinkers or creative persons when they are allowed to practice being creative. They must be encouraged to impose problems upon themselves which do not have "right" or "wrong" answers. They come to grips with problems and situations based upon individual judgement. In the way children prove to themselves that they are "thinkers".	* No. 134-4 Title: The Purse Series: Open-Ended Stories IFC * No. 134-1 Title: The Painting Series: Open-Ended Stories IFC Cassette: * Living with Others - Wilson Corp. Citizenship II Part 2 Values: The Right Thing to Do BFA 775 (9 min) color film

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive self-concept that will lead to future self-fulfillment in a vocation.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to identify five likes and five dislikes related to his past experience.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Show filmstrip. Discuss students likes and dislikes, individual characteristic's and hobbies. 2. Scrap books or bulletin board displays of adults and children with different physical characteristics doing different things. 3. Continue with self appraisal inventory as a follow-up.	Discuss the qualities and characteristics that make people different from each other. Discuss what self appraisal means. Clarify by discussion what an inventory is.	* SVE Filmstrip - Who Are You *Film: Career and Costume Circus * What Good is School? SVE * Occupational Information in Elem. Schools P. 54 SRA

SUGGESTED CORRELATION FOR THIS ACTIVITY:

5

ORIENTATION TO THE WORLD OF WORK ACTIVITY SHEET

BROAD OBJECTIVE: To develop a positive self-concept stressing respect and acceptance of self and others that will lead to future self-fulfillment in a vocation.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will take a self-appraisal inventory and complete at least 90% of it.

SUGGESTED SUBJECT AREA Language

SUGGESTED GRADE LEVEL 4

CONCEPT: Individuals differ in abilities, interests, attitudes, and values.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Group planning in a self-appraisal inventory or one prepared by teacher ahead of time. (See attached sheet) Displays and discussions of students hobbies or crafts they are interested in. Use the questions on the self-appraisal sheet as starter sentences for creative writing. Inventory will again be given, at a later date, to determine changes in attitudes.	1. What are ways to determine what our likes and dislikes are? 2. What does aptitude mean? (use dictionary) 3. How will this influence the kind of work we decide to do? 4. Take survey - What Do I Know About Me? 5. Discuss completed survey: a. What types of things does it tell us? b. Can this information be useful? c. How can a hobby become an occupation? d. What things would you look at in an occupation before you choose it? e. Will your likes and dislikes have anything to do with the job you choose?	Self-Appraisal Sheet (attached to activity)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

WHAT DO I KNOW ABOUT ME

1. What I like to do
2. The hobbies I have or would like to have
3. The clubs I belong to
4. Some clubs or things that I have done that I did not enjoy
5. What I most often do in my spare time
6. Contests or competitions I have entered
7. What subjects I like best in school
8. The subjects I do not enjoy in school
9. What sports or games I like best
10. What kind of person I like best to be with
11. Do I like to read in my spare time
12. What kind of jobs do I like to do best now
13. What kind of work would I like to do in the future
14. Do I spend most of my free time indoors or outdoors

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive self concept that will lend to future self-fulfillment in a vocation.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to list any three ways that he is different than the person next to him and any three ways that they are the same.

SUGGESTED SUBJECT AREA Language (Dictionary)

SUGGESTED GRADE LEVEL 4

CONCEPT: A. Individuals differ in abilities, interests, attitudes, and values
B. Self-understanding is important in making career decisions

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
View filmstrip and listen to tape recording to show the child the process of self-evaluation, and how he can start to change things about himself that he doesn't like. Write a paragraph "How I Can Improve Me".	Before Viewing: Today we are going to view a filmstrip entitled "Me, Myself, and I." As you view this try to notice the parts in it that help you better understand yourself. Study vocabulary: Attached Transparency Follow-up: Discussion of filmstrip. 1. What is self-evaluation 2. How do we inherit traits 3. How do we acquire traits	Filmstrip: * Me, Myself, and I Eye Gate House, Inc. Jamaica, New York 11435 * Self Awareness Kit, S.R.A. Stage II Responding

SUGGESTED CORRELATION FOR THIS ACTIVITY:

VOCABULARY

ABILITIES

ACQUIRE

BASIC

CHARACTERISTIC

EXERCISE

INDEPENDENT

INHERITED

LEARNED

NATIONALITY

PERSONALITY

PSYCHOLOGY

RACES

RELAX

SPECIAL

TRAITS

UNIQUE

WANT

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude toward work and preparation for work.

CONCEPT: Individuals differ in abilities, interest, attitudes and values.

SPECIFIC BEHAVIORAL OBJECTIVE: Child will list the responsibilities in their parents everyday work.

SUGGESTED SUBJECT AREA Language

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Field trips or reports from children who have visited with their parents. Bulletin board display featuring Mothers and Fathers jobs.	Complete the questionnaire. Discuss: There are not really good and bad jobs but all work is "good"	Questionnaire *What Do Mothers Do? *What Else Do Fathers Do? *What Good is School? S.B.V.E. Filmstrip * Fathers Work, I.F.C 136M * Mothers Work, Too I.F.C 137M

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop wide and varied interests that will open up an expanded basis for vocational choice.

CONCEPT: Individuals differ in abilities, interests, attitudes and values.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will gain insight regarding parents occupation by use of parent interview questionnaire.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. A practice interview with parents. 1. What is your job 2. What do you do at you job? 3. What do you need to know to do this type of work? 4. Do you work indoors or out? 5. Must you be strong to do this type of work? 6. Is special training required? 7. Are there opportunities for advancement? 8. Are you happy in your work? 2. Using the questionnaire interview a friend or neighbor about his work.	Use the attached questionnaire about the employment of a neighbor or a friend.	*Office Occupations: A Matter of Business Gr. 4-6 Color, Edu-craft 1969 D07 201-249 I-1 *I Do, Dare, and Dream, "Jobs, Jobs, Jobs PP. 274-283

SUGGESTED CORRELATION FOR THIS ACTIVITY:

QUESTIONNAIRE

Person Interviewed _____

Person Interviewing _____

Date _____

I. Name of Occupation

General _____

Specific Name _____

II. Information about a Job

1. What are the different types of workers found in your plant?

2. What kind of work do the majority of employees do?

3. Is the work outdoors or indoors?

4. What are your job duties?

5. What are the educational and experience requirements for your job?

6. What are the physical requirements?

7. What is possible weekly or monthly earnings? (Don't force this if they don't want to tell you.)

8. What are the future opportunities?

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful.

CONCEPT: People need to be able to speak well in their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to list five jobs where speaking well is important

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Play acting (role playing) that of radio announcer, teacher, comedian, actor, etc. Children could write their own scripts as a creative writing activity.	A list could be made of jobs where people need to speak well. Discuss the idea that some jobs require very little speaking but that all people need to speak to communicate with others and to get along with others. Creative writing helps children see themselves as creative people and being creative is something to be proud of. Talk about people who have achieved through individual efforts in spite of hardships and ridicule. Getting children involved in writing stories is to let them know that you get a big "kick" out of their ideas and that you respect their thinking.	Our Language Today American Book Co. Schuon, Karl The First Book of Acting New York, N Y Franklin Watts Inc. 1965, Gr. 4-6 DOT 150 I-1

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To give students opportunities to describe goals and aspirations. (this activity should follow study of variety of occupations)

CONCEPT: Individuals differ in abilities, interests, attitudes and values.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will share at least one goal or aspiration.

SUGGESTED SUBJECT AREA Language

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discuss with student the idea that there are a lot of occupations from which to choose. Have students write a short paragraph with the title "What I Want to Be" Have students do research on the occupations that they have chosen and report to the class. Write 2 by 2, Cinquain, or Haiku poetry.	Poetry using discriptive words in 2 by 2 form. A non-rhyming form that states the subject in the first line and describes it in as many lines as necessary using only two words in each line. Example: A Nurse Soft hands, Soft voice- Walks swishy, Helps people.	Books: * Read About the Busman by Louis Slobodkin * First Book of Firemen by Ben Brewster -Wat Americas Silent Investigators by Elinor Dennison - Dodd, Mead Night People by C. B. Colby - Coward, McCa How Man Provides by Bertrand Boucher * I Want to Be books by Carla Greene, Childrens Press - see 37 titles below Mechanic, News Reporter, Postman, Dentist, Airplane Hostess, Baker, Baseball player, Carpenter, Cowboy, Farmer, Homemaker, Musician, Nurse, Dairy Farmer, Policeman, Storekeeper, Fireman, Animal Doctor, Ballet Dancer, Bus Driver, Coal Miner, Doctor, Fisherman, Librarian, News Reporter, Orange Grower, Pilot, Road Builder, Ship captain, Teacher

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Written assignment: "When I Grow Up" (I'd like to be a _ _) Each child chooses an occupation and writes his story. "What would happen if there were no electricians, plumbers or doctors?"	Creative writing	Train Engineer Zoo Keeper Restaurant Owner Scientist Space Pilot Telephone Operator Truck Driver Any other books, films, filmstrips dealin with an occupation that fits the student' level. * "Let's Visit A ..." Taylor Publ. Our Language Today, American Book Co. P. 40

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

CONCEPT: People need to be able to write in their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will obtain information about a career and will share three ideas about the career with the class.

SUGGESTED SUBJECT AREA Language

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
When studying "Writing Business Letters," the children will write to several companies to obtain information about careers. Report to class when materials arrive. Write thank you letters	Write business letters to receive information about careers. Children write thank you letters to the places of business visited on the field trips.	*Elementary Guide to Free Curriculum Materials, Educators Progress Service Randolph, Wisconsin pp. 59-66 Song: "The Letter E Song" P. 152 Growing with Spelling (copy on page 26a)

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SUGGESTED CORRELATION FOR THIS ACTIVITY:

The Letter "E" Song

WORDS BY YVONNE CARR
FRENCH FOLK TUNE

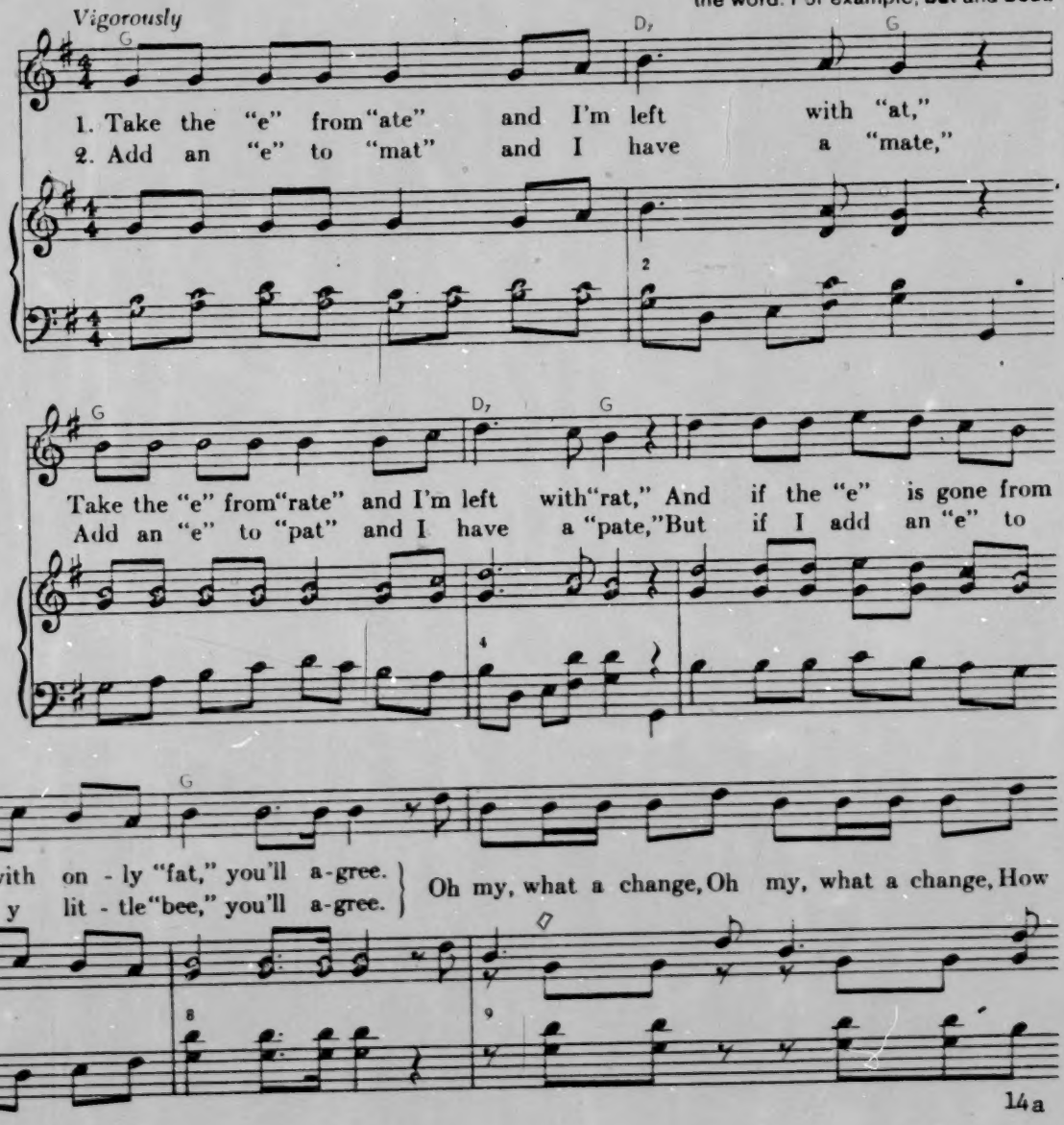
Record 7, Side A
Home tone: G
Starting note: G (*do*, 1)

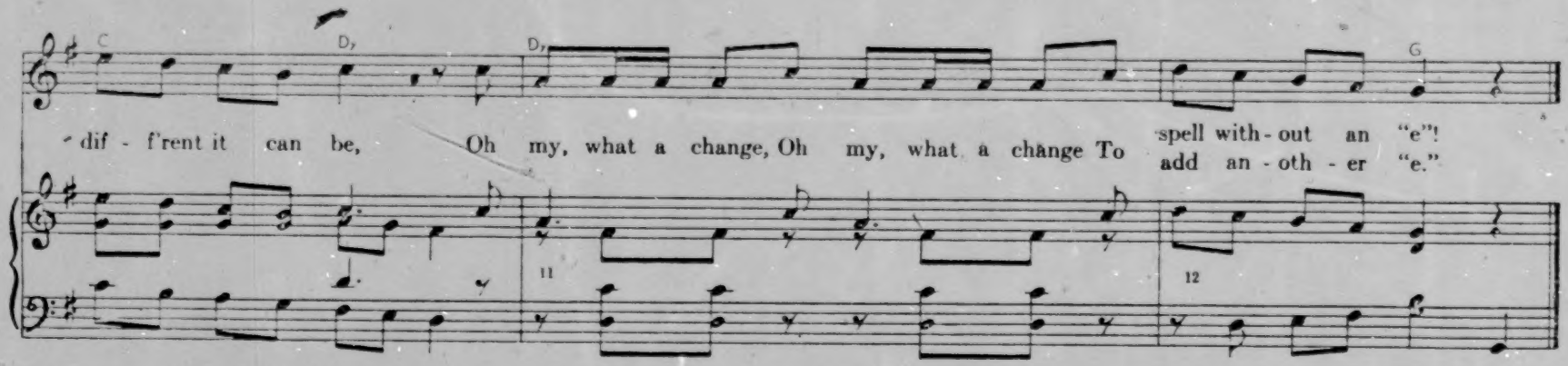
PERFORMANCE The students might isolate various melodic and rhythmic patterns to use in an instrumental accompaniment. For example, the tones in meas. 2, 4 and 12 might be played on bells either as the class sings or as an introduction and coda. The uneven rhythm pattern in meas. 6 might be played on sticks or tambourines while a steady quarter note pattern is played on drums. Encourage the students to make up other accompanying patterns.

MUSICAL LEARNING

- This song is in the key of G major (see p. 102) and might be sung with syllables, letter names, or numbers.
- The melodic movement is by steps, skips, and repeated notes. The students will have no difficulty finding examples of steps and repeated notes. With the exception of meas. 8, 9 and 11, movement by skips occurs across bar lines and is more difficult to see. The students will enjoy hunting out these places.

Can you think of other words in which an "e" makes a difference? The "e" need not come at the end of the word. For example, **bat** and **beat**.


Vigorously
G
D7
G
1. Take the "e" from "ate" and I'm left with "at,"
2. Add an "e" to "mat" and I have a "mate,"
2
G
D7
G
Take the "e" from "rate" and I'm left with "rat," And if the "e" is gone from
Add an "e" to "pat" and I have a "pate," But if I add an "e" to
4
D7
G
"fate," don't you see I would be left with on - ly "fat," you'll a-gree.
"be," you will see, I'll have a bus - y lit - tle "bee," you'll a-gree.
Oh my, what a change, Oh my, what a change, How
6
8
9

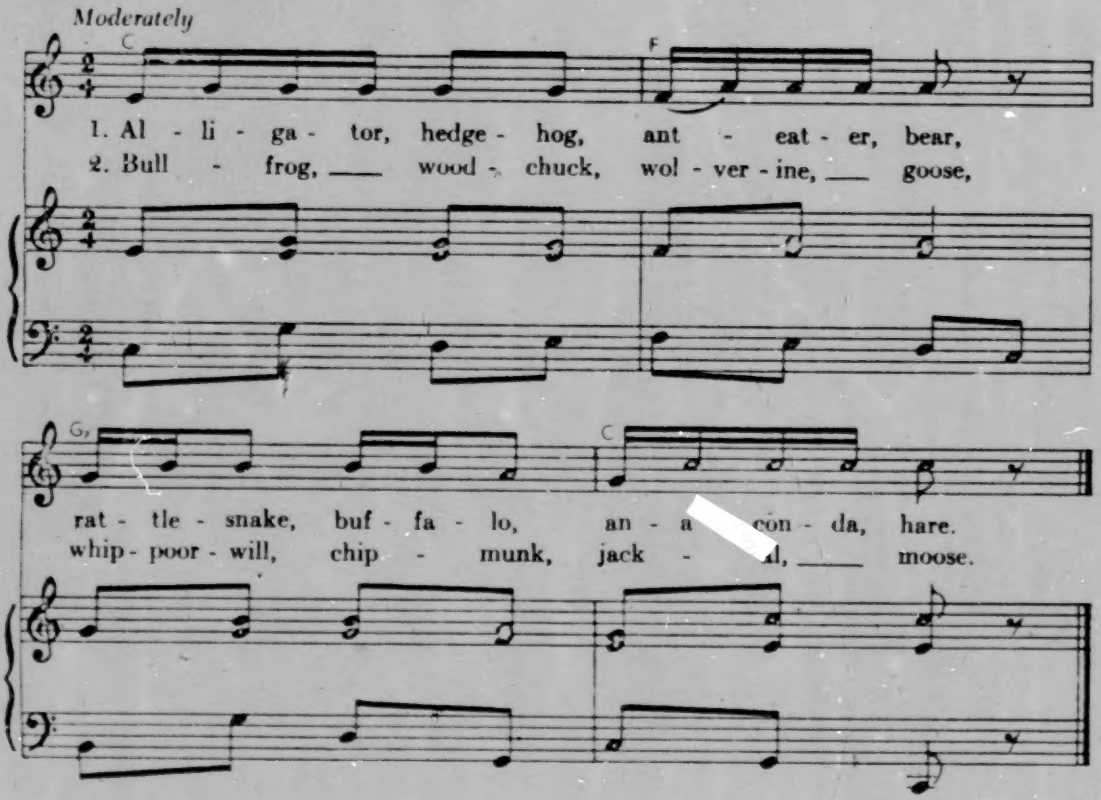


Can you make up other verses using different animals?

Animal Song

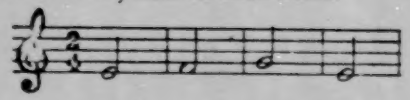
Record 7, Side A
Home tone: C
Starting note: E (*mi*, 3)

WORDS AND MUSIC
BY EMELYN E. GARDNER


Moderately
C
F
1. Al - li - ga - tor, hedge - hog, ant - eat - er, bear,
2. Bull - frog, ___ wood - chuck, wol - ver - ine, ___ goose,
G7
C
rat - tle - snake, buf - fa - lo, an - a con - da, hare.
whip - poor - will, chip - munk, jack - d, ___ moose.

Some of the animals mentioned in the song may be unfamiliar to the students. Encourage them to look up any new names in a dictionary.

PERFORMANCE An easy second vocal part appears below. The note values must be adapted to the word rhythms in each verse.



3. Mud turtle, whale, glow-worm, bat,
Salamander, snail, and Maltese cat.

4. Polecat, dog, wild otter, rat,
Pelican, hog, dodo, and bat.

5. House rat, toe rat, white bear, doe,
Chickadee, peacock, bobolink, and crow.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful

CONCEPT: People need to be able to write in their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to list three duties of school librarians.

SUGGESTED SUBJECT AREA Language arts

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion of history of books Reports on Franklin, Gutenberg	Discuss:	Resource person: Librarian
Comparing rules of conduct in library and classroom.	What are the functions of a library.	Library Handbook Check: school or World of Work Staff
Trip to the library.	Rules of conduct	
Writing stories; what I like best in the library, etc.	Function of the card file	
Vote for class librarian. (When there is a library in the classroom.)	Regulations on book renewals, etc.	
Discuss the duties of the librarian.	Workers in the library.	
Make posters on the care of books.		
Review sheet on rules and regulations, card file, etc.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

CONCEPT: A manager organizes his display of goods.

SPECIFIC BEHAVIORAL OBJECTIVE: To be able to organize items in a gift store.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
As the manager of a gift store, show where each of these things can be found. (attached sheet)	As a manager of a gift store, show where each of these things can be found.	Film: People Who Work in Stores 11 min. color

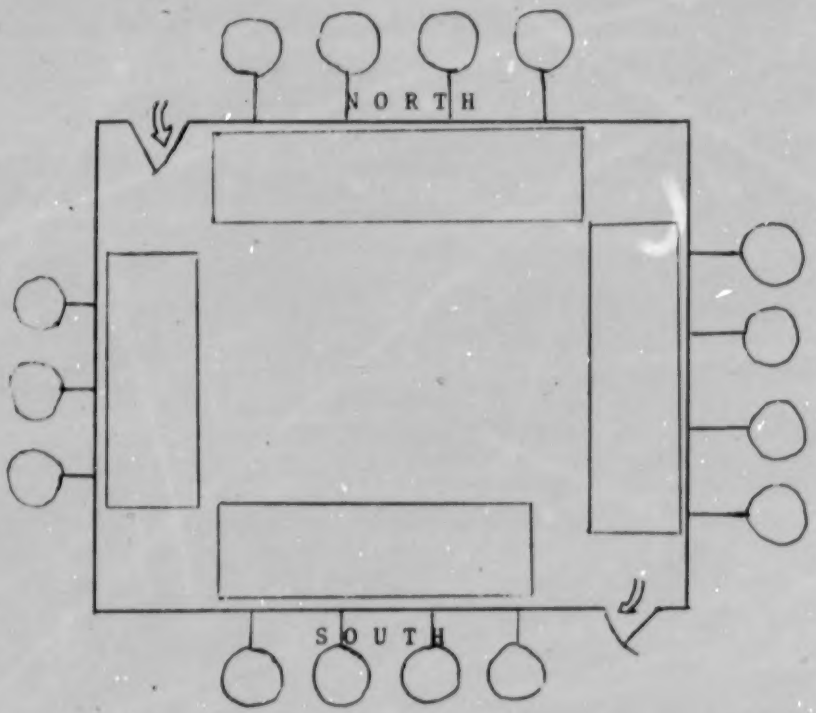
SUGGESTED CORRELATION FOR THIS ACTIVITY:

AS MANAGER OF A GIFT STORE

As the manager of a gift store, show where each of these things can be found

Write its number on one of the stands on each counter. You may draw in anything that you think will improve your sales.

1. Toys and games
2. notebooks
3. jewelry
4. tablets
5. dishes
6. candy and gum
7. gift paper and ribbon
8. first-aid supplies
9. garden supplies
10. records
11. greeting cards
12. lamps
13. artificial flowers
14. birds and cages
15. toothpaste and cosmetics



List the items that you placed on the:

Counters on the east

_____

_____

_____

_____

Counters on the west

_____

_____

_____

_____

Counters on the south

_____

_____

_____

_____

Counters on the north

_____

_____

_____

_____

Look carefully at your lists. Did you display things that seem to go together? Take turns explaining the location of your items.

Name _____

Date _____

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To give students an opportunity to express goals and aspirations.

CONCEPT: A. Individuals differ in abilities, interests, attitudes and values. Leisure time activities affect career choice. B. Society needs both a producer of goods and producer of services.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will read about and write a written report on two men and list three reasons for their success in their occupational field.

SUGGESTED SUBJECT AREA Language Arts
Reading - Biography

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Introduce biography books on hand and how others may be found in library. 2. Share ideas obtained from reading with other pupils. a. book jackets b. dioramas c. reports d. dramatize e. role playing. 3. Use attached sheet as example of other activities connected with the biography books.	Teacher mentions books and ask students to keep these things in mind as they read the books: 1. Individuals early years a. home b. school c. hobbies d. his goals in life e. early employment 2. Problems he had faced. 3. How he coped with these problems. 4. How individual attained greatness in his area. 5. Character qualities of individuals. Write your auto-biography projecting it into the future.	Books - Biographies Song - Knowledge and Wisdom (round) Paperbacks: 1. Wright Brothers 2. The Man Who Won the West 3. Helen Keller 4. Florence Nightingale 5. Sam Houston 6. Young Ike 7. Ben Franklin 8. Thomas Edison 9. John F. Kennedy 10. John Paul Jones

SUGGESTED CORRELATION FOR THIS ACTIVITY:

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CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive self-concept, stressing cooperation, that will lead to future fulfillment.

CONCEPT: Specialization leads to interdependency.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will show that they understand that cooperation is necessary by listing three reasons why a cooperative effort is necessary in assembly line work.

SUGGESTED SUBJECT AREA: Social Studies - History

SUGGESTED GRADE LEVEL: 4

ACTIVITY

Use assembly line technique to produce "Earth Week" buttons (or any chosen product).

Group 1. Draw circles 2" in diameter
Group 2. Cut circles
Group 3. Color circles
Group 4. Print captions

Have one group produce materials on individual basis.

SUGGESTED TECHNIQUE

1. Let the children decide which activity they would like to perform.
2. Divide the children into groups according to the activity they have chosen.
3. Stress the importance of working fast but accurately. Each group is reminded to keep up their part of the assembly line.
4. Two methods of production can be tried: mass and individual. What method was most productive? What problems were encountered in each.

This activity fits in with the chapter about Henry Ford.

RESOURCE MATERIALS

Eibling, Harold, Great Names in American History, Laidlaw, 1968.

A Car Is Born, color, 28 min.
Film Library
Ford Marketing Corp.
The American Road
Dearborn, Mich. 48120

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude toward work and preparation for work.

CONCEPT: Leisure time activities affect career choice

SPECIFIC BEHAVIORAL OBJECTIVE: Students will select two famous Americans and report on hobbies or interests which led to his vocational choice.

SUGGESTED SUBJECT AREA Social Studies - Hist

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read about famous people. Reports are written about famous people. 2. Construct a chart of four famous Americans and how their contributions have affected our lives. 3. Role playing Debate Group discussion	Read about famous people such as: Wright Brothers Thomas A. Edison Discover the childhood interests and hobbies which may have lead to vocational decisions. As a review unit for the year or as a continuous project throughout the year. Use as a follow up to reinforce the material studied.	*Eibling, Harold, Great Names in American History, Laidlaw, 1968. 1351 Leisure Part I 1352 Leisure Part II (Bismarck Filmstrip Library) World Book Encyclopedia , Biographies, Library books. 1. The Men Who Won the West 2. Wright Brothers 3. Thomas Edison 4. Ben Franklin 5. Sam Houston 6. Young Ike 7. John F. Kennedy 8. Helen Keller 9. John Paul Jones

SUGGESTED CORRELATION FOR THIS ACTIVITY:

SEVERAL EXAMPLES OF HOW A CHART LIKE THIS MIGHT WORK.

	NAME	CONTRIBUTION	HOW THEY AFFECT OUR LIVES TODAY
GOVERNMENT	Thomas Jefferson	Declaration of Independence	Democratic form of government
	Abraham Lincoln	Emancipation Proclamation	Civil Rights established
	George Washington	Led victory over British	British are now our Allies
EXPANSION	Christopher Columbus	America Discovered	Still looking for new frontiers
	Lewis and Clark	Opened up new territory	see similarity and importance of expanding frontiers (space and oceans, etc.)
TECHNOLOGY	Henry Ford	Mass Production (Assembly line work)	Most families have 1 or more cars problem of pollution result of technological progress
SCIENCE & HEALTH	Clara Barton	Founded American Red Cross	Expanded areas Red Cross gives help in.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide appropriate occupational information about the world of work

CONCEPT: Geographical location determines kinds of work found therein

SPECIFIC BEHAVIORAL OBJECTIVE: Students will be able to list three examples of workers that work in a region they are studying in geography.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Teacher take one item and ask a student where they think it came from. How can we find out? When the origination has been established begin listing the workers involved in the transportation of this item to this destination. Have each student take an item and do the same thing on a sheet of paper. Students try to find a product that originated in the region that they are now studying. Find out what workers in that region are involved in the development of the product.	Bring an item into the classroom and have students see if they can find where it originated and discuss how it got to us and the workers involved in the transportation of it from its origination to its destination. Discuss whether they think it traveled by air, land or water or combination of these.	Product Encyclopedia Books: by Lent, Henry Bolles *Men At Work in New England *Men At Work in the Great Lakes *Men At Work in the South *Men At work on the West Coast Song: "Fashions in Living" pp. 158 (copy on p. 24a)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

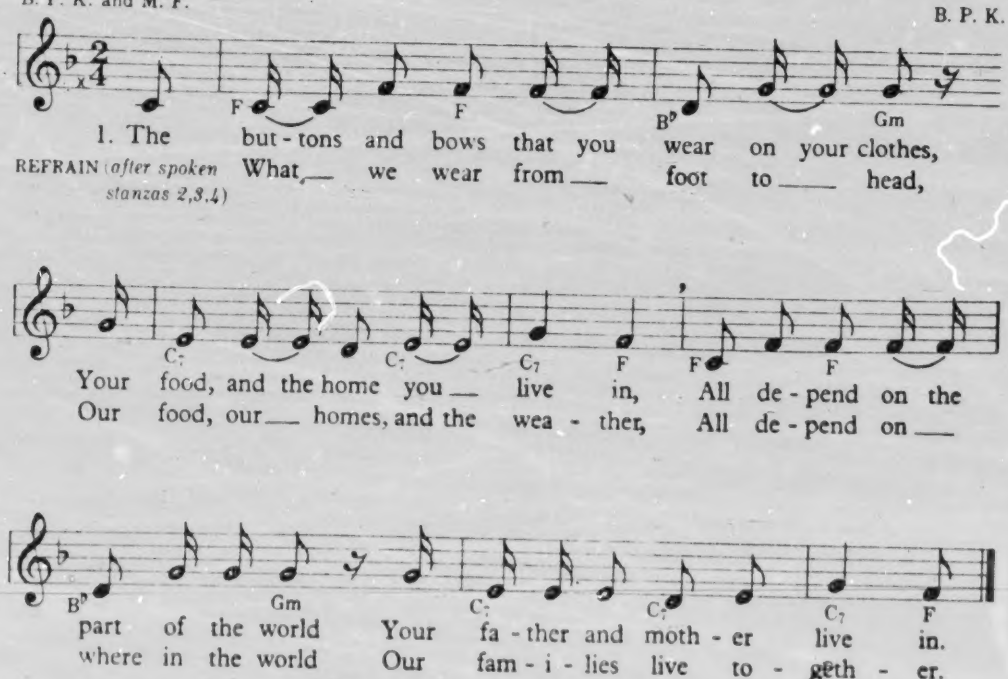
56

This is a "Round-the-World" game. "If you will tell us what you wear, or what you eat, or what your home is like, we will tell you where you live." Guess the answers to each of the spoken lines. Add others of your own.

Fashions in Living

B. P. K. and M. F.

B. P. K.


F
F
B♭
Gm
1. The but - tons and bows that you wear on your clothes,
REFRAIN (after spoken stanzas 2,3,4) What we wear from foot to head,
C7
C7
C7
F
F
F
Your food, and the home you live in, All de - pend on the
Our food, our homes, and the wea - ther, All de - pend on
B♭
Gm
C7
C7
C7
F
part of the world Your fa - ther and moth - er live in.
where in the world Our fam - i - lies live to - geth - er.

(Spoken)
2. A mantilla of lace,
A veil o'er my face,
A cap of wool or leather,
A fez on my head,
A sombrero instead,
A parka to keep out the weather.

(Spoken)
3. Tortillas and beans,
Pineapple and poi,
Spaghetti or macaroni,
Fish cakes and rice,
Strawberry ice,
Sauerkraut, spices, and honey.

(Spoken)
4. In sunshine bright,
In rain and mist,
On mountain, plain, in a valley,
In an igloo round,
A desert tent,
A penthouse, boat, or a chalet.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work

CONCEPT: Individuals live in a particular geographical location due to the nature of their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student shows that he knows that geographical location determines the occupations found therein by listing one industry, the location, and how these affects the work in each country.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Art-Students draw childrens faces (in costume); put in windows of large bus on bulletin board. Border with rest of pictures with one or two sentences beneath each picture telling how each child helps. Suggested titles for display "World Friendship Tour", "Children Work Around the World" or "Children Work Around Our Country" The Weekly Reader Game - Scoop reporter "Where in the World" could be used effectively here with children writing their own assignments for Scoop on countries or states studies.	A review unit of Geography and countries studied. Make list on board of countries visited followed by discussions of the main industries (due to geographical location) and occupations; how children help with some parents work; how children help with work in the home, go to school, etc. much as we do.	"Our Big World" James F. Silver "Where in the World" Weekly Reader World News Game 1970 American Publ. Middletown, CT

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide more specific observational experiences about the world of work.

CONCEPT: Individuals live in a particular geographical location due to nature of their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student shows that he understands that man and nature's resources change by listing three ways that occupations have changed in North Dakota due to change in natural resources available.

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Pictures drawn of desert scenes in Africa and U. S. showing the past and present. (See attached example.) 2. Have students compare changes due to natural resources in North Dakota and other parts of the world or our country.	Comparison of how desert life is changing and has changed. Ex. 1. Oil in Asia and U. S. 2. Mining as it used to be in the Mojave, what people do on this desert for fun and how they earn a living now. 3. Ecological problems arising from disappearance of predators, lowering of water table, etc. 4. People move to an area and leave when the resources are exhausted or no longer needed. 5. How irrigation changes the land and its productivity leading to more jobs.	Geography: Our Big World World Book Films on the desert Film: Richness in the Desert 15 min. (Bismarck Free Film catalog) Radim Film 220 West 42nd Street New York, NY 10036

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop wide and varied interests that will open up an expanded basis for vocational choice.

CONCEPT: Specialization leads to interdependency.

SPECIFIC BEHAVIORAL OBJECTIVE: Students show that they realize that people are interdependent by listing four different groups of workers that were involved in the development of the product shown by teacher.

SUGGESTED SUBJECT AREA Social Studies (North Dakota)

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Make a drawing on board with the product on the top with lines going from it to small squares in which names of workers involved in product development will be listed. This drawing could be transferred to a bulletin board if you wish to save it. Have each student take a different product and do the same thing on a sheet of paper.	Pick up any item in the classroom or bring something from home and ask students what steps this item went through to get to us.	A specific item A product Paper Encyclopedia Filmstrips - Cassettes IFC. * Where Do We Get Our Bread? 684-4 * Where Do We Get Our Paper? 684-3 * Where Do We Get Our Lumber? 684-1 * Where Do We Get Our Milk? 684-2 Song: Go Down to the Market, P. 117 Music for Young Americans Bk. 4

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop wide and varied interests that will open up an expanded basis for a vocational choice.

CONCEPT: Individuals live in a particular geographical location due to the nature of their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will list 5 occupations found in other communities of which he was previously unaware.

SUGGESTED SUBJECT AREA: Social Studies (North Dakota)

SUGGESTED GRADE LEVEL: 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have students compare North Dakota with other communities of the world. Sample outline attached.	Discuss the community or state that we live in. How is it similar or different from other communities of the world -- Discuss how this similarity and difference affect occupations found here compared to those found in other areas. Discuss jobs found in other areas that would be of interest to various students.	Books: by Lent, Henry Bolles * Men At Work in New England * Men At Work in the Great Lakes * Men At Work in the South * Men At Work in the West Coast Song: You Oughta Go to North Dakota (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

MY STATE COMPARED WITH OTHER COMMUNITIES OF THE WORLD

A. NORTH DAKOTA CITIES AND WHY THEY ARE IMPORTANT

1. Bismarck - state government
2. Grand Forks - state mill and elevator
3. Fargo - Union Stockyard
4. Dickinson - briquettes
5. Hebron - bricks
6. Mandan - oil refinery
7. Pembina - buses

B. NORTH DAKOTA INDUSTRY AND WORKERS

1. Agriculture
   a. grain farming
   b. cattle raising
   c. sheep raising
   d. hog raising
   e. poultry raising
   f. truck gardening
2. Mining
   a. oil
   b. natural gas
   c. lignite
   d. limestone
   e. others - manganese, phosphate, Fuller's earth, field stone, cement rock, sodium sulphate, bentonite, clay, uranium
3. Building
   a. home and office equipment
   b. road construction
   c. dam and water projects
4. Food Processing
   a. flour milling
   b. meat packing
   c. cold storage plants
   d. cheese plants

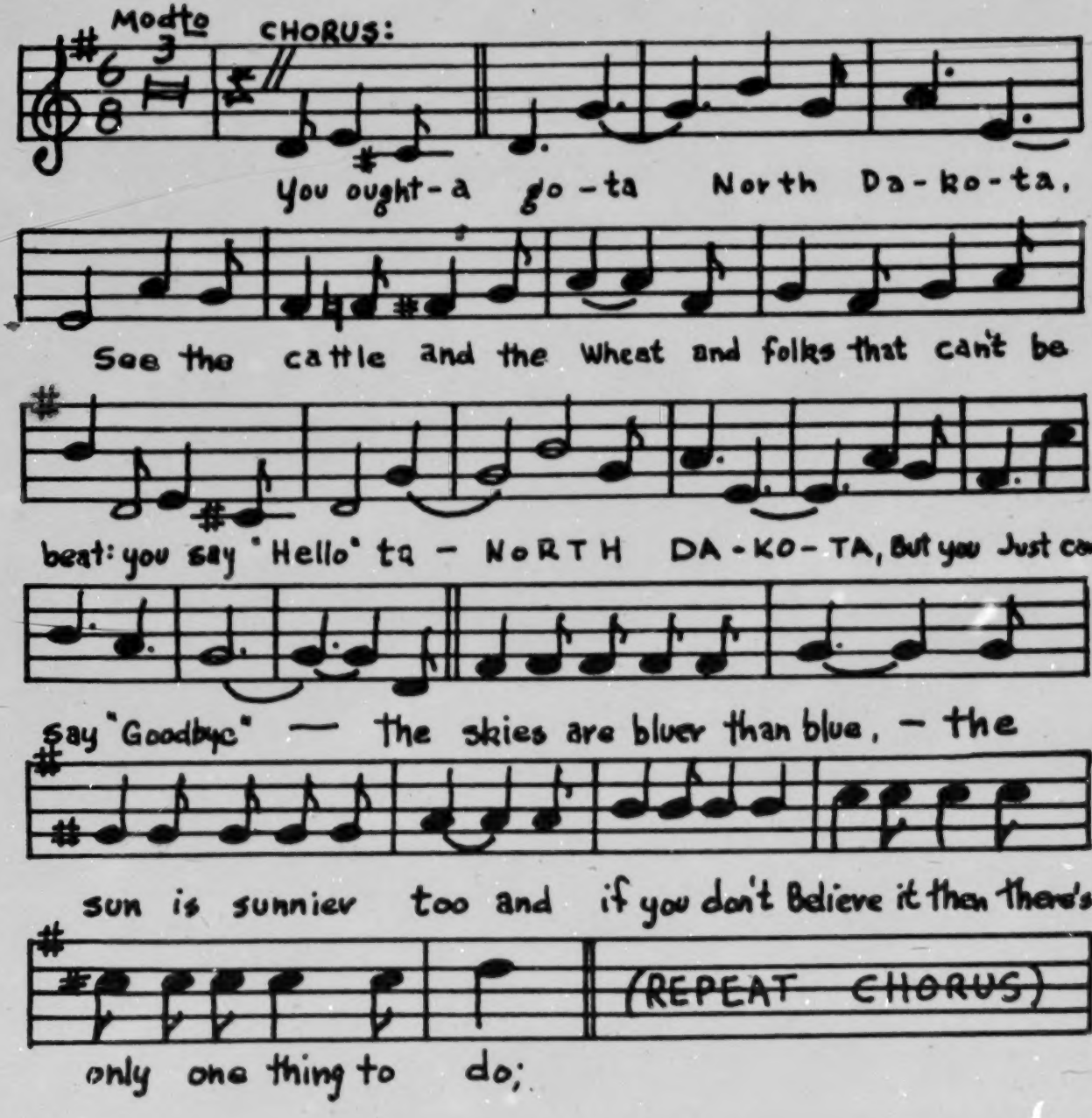
5. Manufacturing

   a. iron foundries
   b. pottery
   c. bricks
   d. briquettes
   e. jewel bearings
   f. food products

6. Recreation

   a. fishing
   b. boating
   c. hunting

the NORTH DAKOTA Song


Mod to
CHORUS:
You ought-a go-ta North Da-ko-ta,
See the cattle and the wheat and folks that can't be
beat: you say "Hello" to - NORTH DA-KO-TA, But you just can't
say "Goodbye" — the skies are bluer than blue, - the
sun is sunnier too and if you don't Believe it then there's
(REPEAT CHORUS)
only one thing to do;

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop wide and varied interests that will open up an expanded basis for vocational choice.

CONCEPT: Individuals differ in abilities, interests, attitudes, and values.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will identify three areas of future occupational interest.

SUGGESTED SUBJECT AREA Social Studies (N. D.)

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
View the film to learn Jobs have nicknames Jobs have an address Jobs near water Jobs in cold lands Jobs in hot lands Jobs in dry lands Jobs needed everywhere Loner jobs Teammate jobs "People" jobs Thing jobs Idea jobs	1. Answer the questions as you view the film. (The film has pauses for discussion) 2. Make a more complete list of the different types of jobs. 3. Discussion of parent's jobs. 4. Interview a friend or neighbor about his job. Questionnaire (11a-11b)	Filmstrip, S.V.E. * What is a Job? A778-3 Song Fashions in Living, P. 158-159 Music Through the Year Bk. 3 Office Occupations: A Matter of Business color, Edu-craft 1969 Do 7 201-249 I-1 People Who Work in Offices, Coronet, color, 11min.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide appropriate occupational information about the world of work.

CONCEPT: Geographical location determines kinds of work found therein

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to list three industries in North Dakota and two workers in each industry.

SUGGESTED SUBJECT AREA Social Studies (N. D.)

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Study local industries of North Dakota a. Oil b. Electricity production c. Agriculture d. Manufacturing Discuss workers involved in these. 2. Have students study more intensively an industry in the immediate area: a. Retail stores b. Telephone Company c. Public utilities d. Any others found in immediate community. Have students list workers involved in these industries.	Discuss how their state compares with other communities of the world in: climate terrain natural resources Discuss how these things influence the way of life of the area.	North Dakota Business and Industrial Development Department, David Torkelson 1971-1972. Also Bruce Bartch from N. D. Bus. Industrial Development * Directory of North Dakota Manufacturing N. D. Business and Industrial Developmen

SUGGESTED CORRELATION FOR THIS ACTIVITY:

QUESTIONS TO ASK ABOUT INDUSTRY

1. WHAT IS THE NAME OF THE INDUSTRY?

2. WHERE IS IT LOCATED?

3. WHAT PRODUCTS COME FROM THIS INDUSTRY?

4. WHAT ARE SOME OF THE RAW MATERIALS USED AND WHERE DO THEY COME FROM?

5. WHERE ARE THE PRODUCTS SENT?

6. HOW MANY WORKERS ARE IN THE PLANT?

7. WHAT ARE SOME OF THEIR JOB TITLES?

8. WHAT IS THE DAY OF ONE OF THESE WORKERS LIKE?

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful.

CONCEPT: Geographical location determines kinds of work found therein.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will list three ways that the Garrison Dam has and will influence the workers in North Dakota.

SUGGESTED SUBJECT AREA Social Studies (N. D.)

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Construction of rock dam with clay or paper mache. Irrigation could also be either pictured or modeled.	Research (1) the building of the Garrison Dam (Number of workers, towns, built, etc.) What happened to these workers? (2) The present pumping station being erected. (3) Irrigation and the changes it will bring. (4) Resorts and recreation already realized and projected to come.	Pamphlets and booklets about Garrison Dam. North Dakota text and Project N. D. kit Dept. of Public Instruction

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive self-concept stressing dependability and responsibility that will lead to future self -fulfillment in a vocation

SPECIFIC BEHAVIORAL OBJECTIVE: Student shows he understands that absence and tardiness on the job costs the company money by figuring his contribution to the company's loss.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL 4

CONCEPT: Individuals differ in abilities, interests, attitudes, and values.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Compute students absenteeism and tardiness to show what it would cost the company if he were working.	Discuss: 1. Why do you think attendance and promptness is stressed in our schools? 2. How many of you have been tardy for no real reason? 3. How many of you have been absent when you really wouldn't have had to have been gone? 4. Do you realize that one of the first things many employers look at is your school attendance record when you apply for a job? 5. Ask students to complete the problem on the attached sheet. 6. Discuss their findings.	Math Textbook Work sheets on multiplication of dollar and cents times whole number. Song: Mental Arithmetic, p. 134, American Singer Bk. 5

SUGGESTED CORRELATION FOR THIS ACTIVITY:

ABSENCE ON THE JOB

1. How many days have you been absent this semester?

_____

2. What were your reasons for absence? _____

_____

_____

3. If you earned $1.60 an hour, and were absent for an 8-hour day, how much would you:

   a. Lose in a day? _____

   b. Have lost for the semester so far? _____

4. If you were an employer, how would you feel about people who were absent from work very often? _____

_____

_____

_____

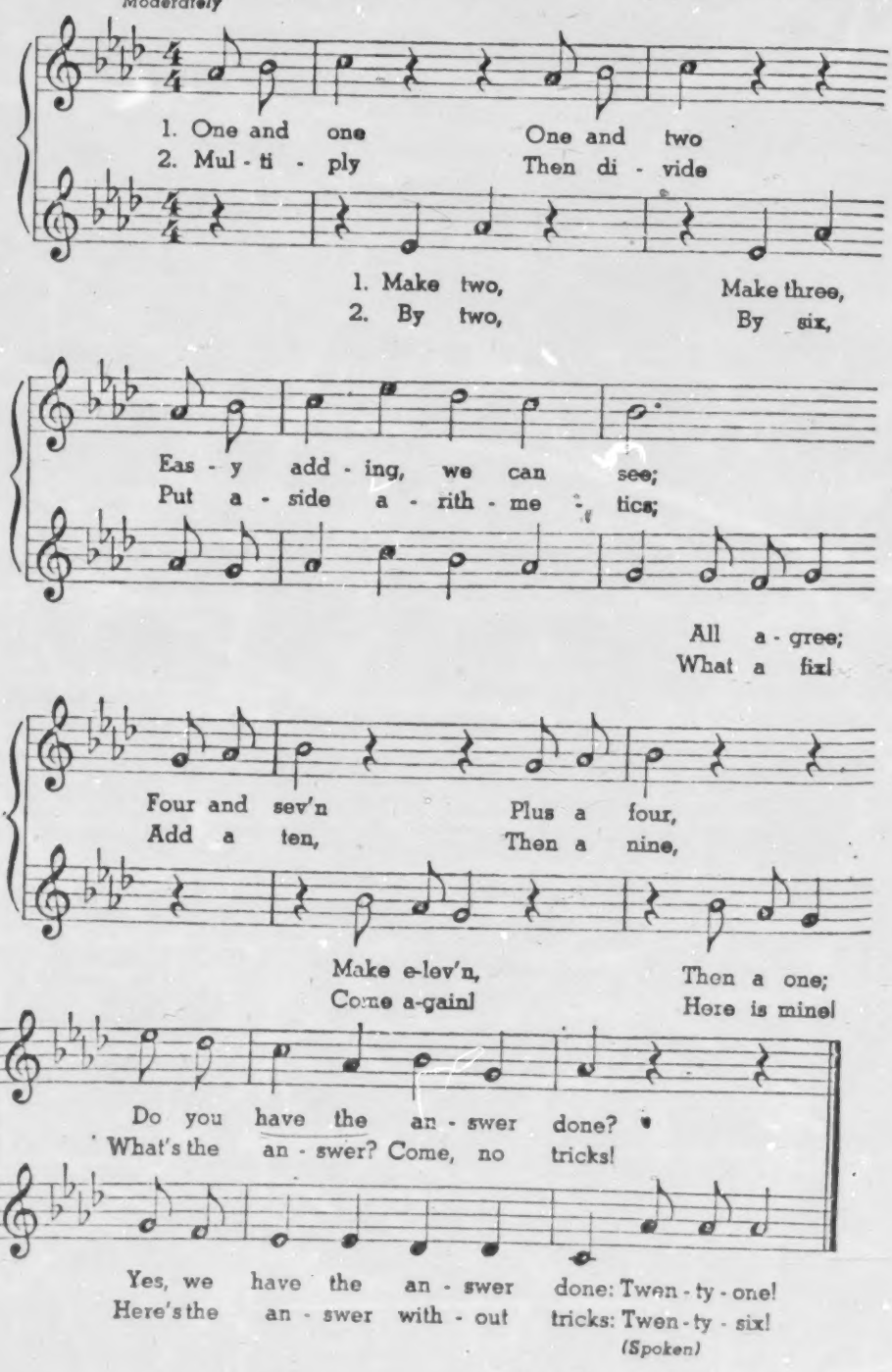
5. Could your attendance record be improved? _____

Signature _____

Mental Arithmetic

J. W. Beattie — ROTE — J. Wolverton

Moderately


1. One and one One and two
2. Mul - ti - ply Then di - vide
1. Make two, Make three,
2. By two, By six,
Eas - y add - ing, we can see;
Put a - side a - rith - me - tics;
All a - gree;
What a fix!
Four and sev'n Plus a four,
Add a ten, Then a nine,
Make e-lev'n,
Come a-gain!
Then a one;
Here is mine!
Do you have the an - swer done?
What's the an - swer? Come, no tricks!
Yes, we have the an - swer done: Twen - ty - one!
Here's the an - swer with - out tricks: Twen - ty - six!
(Spoken)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude toward work and preparation

CONCEPT: Understanding of mathematics help people in their work

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will list 5 reasons for good attendance on the job.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Use imaginary wage scale to determine students loss of hours at school. (Ex. at $1.25 an hour how much would be lost in a day, week, etc) (Ex. If five minutes late you were docked an hours wages how much less would you receive that day?)	Discussion of how attitudes affect quality and appreciation of work, what happens when a worker is absent, late for work, continually absent, or late for work. What happens when a worker wastes his time at work - doesn't do his portion of work. What happens at school? How does your liking of a subject determine how well you do in that subject?	Contact business places for informat: on how they handle continual absences and being late for work. Song: "Inch Worm" Growing with Music Bk. 6 Copy on page 23A

SUGGESTED CORRELATION FOR THIS ACTIVITY:

The Inch Worm

WORDS AND MUSIC
BY FRANK LOESSER

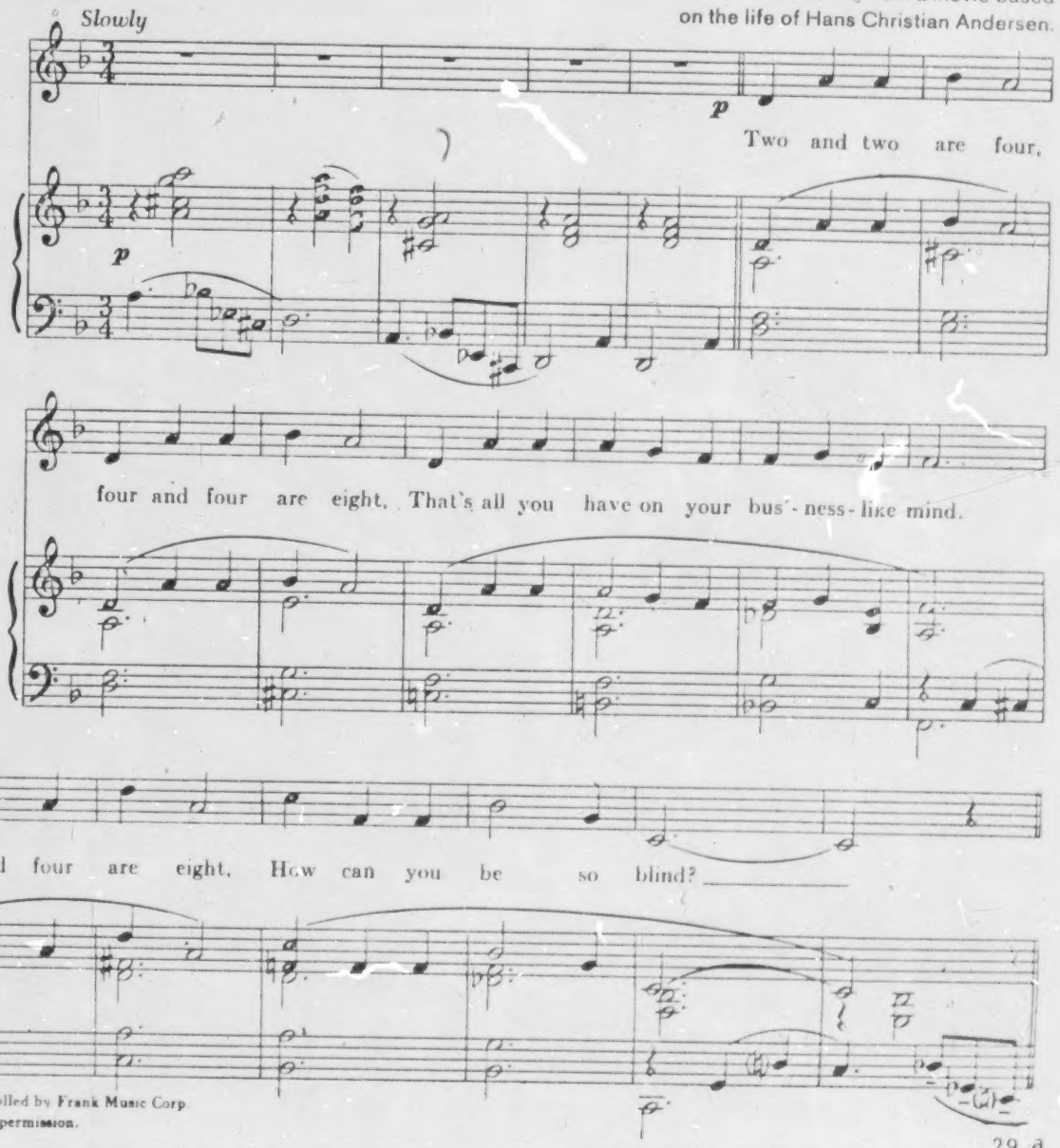
Record 4, Side A
Starting note: D

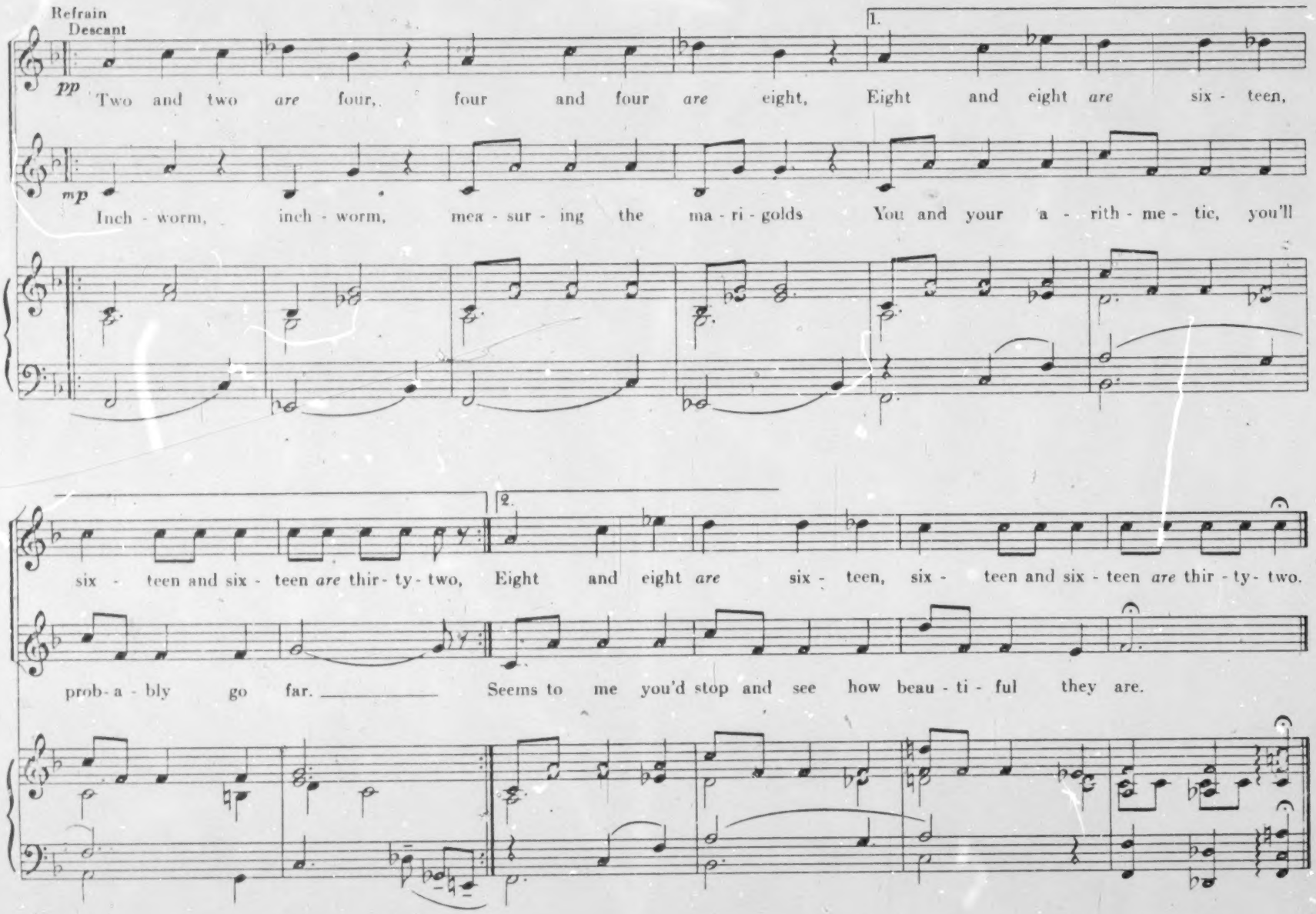
The songs of Frank Loesser have a freshness and charm which make them classics in the vast repertory of popular songs.

MUSICAL LEARNING

- Before teaching the song in parts, ask the students to observe how the composer has unified sections A and B. Although the actual pitches are different, the general contour of the melody in the verse is very similar to that of the descant in the refrain.
- Ask the students to name the large intervals which occur throughout the melody of the refrain (sixths). For practice in singing intervals, refer to p. 88.

SINGING IN PARTS Play the recording for the class and have the students pay particular attention to the way the parts fit together. For techniques in singing part songs, see p. x.

This song is in A-B form. How has the composer unified the two sections? "The Inch Worm" is from a movie based on the life of Hans Christian Andersen.

Slowly
p
Two and two are four,
four and four are eight, That's all you have on your bus'-ness-like mind.
Two and two are four, four and four are eight, How can you be so blind?

© 1951 by Frank Loesser. All rights throughout the world controlled by Frank Music Corp.
All rights reserved. International copyright secured. Used by permission.

Refrain
Descant
pp
Two and two are four, four and four are eight, Eight and eight are six - teen,
mp
Inch - worm, inch - worm, mea - sur - ing the ma - ri - golds You and your a - rith - me - tic, you'll
1.
six - teen and six - teen are thir - ty - two, Eight and eight are six - teen, six - teen and six - teen are thir - ty - two.
2.
prob - a - bly go far. Seems to me you'd stop and see how beau - ti - ful they are.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

CONCEPT: Music, Art, and Drama give people pleasure

SPECIFIC BEHAVIORAL OBJECTIVE: Student will draw a family tree and include at least five (5) occupations represented in his immediate family.

SUGGESTED SUBJECT AREA Fine arts, Math

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Riddles (attached)	1. Teacher asks some riddles and the children can think of some to ask the class.	Riddles taken from dittoed sheet.
2. Game - What's My Line	2. Have students draw family tree.	Lowell Thompson's Social Studies Class UND - Grand Forks, ND
3. Drawing the family tree.	3. Think of your family. What occupations do Mother, Father, brother, sister, Aunts, Uncles, grandparents have.	Drawing Pictures of important people in world affairs.
4. Graph results of how many of each workers - Math - Activity	4. Make a Class graph showing the occupations. Use the family tree picture.	A Graph Tells a Story 292 Bismarck Filmstrip Library What's my Line Game (Explanation attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

WHAT'S MY LINE

I have pictures of people who are famous in world affairs today. I shall hold them up and have you ask one question that I can answer with a yes or no. When you think you know the person and his occupation you may tell us the name when it is your turn.

Variation: Pictures may be placed on a bulletin board and blank sheets of paper beneath them. When a child thinks he knows the occupation of the person he may write it on the paper under the picture.

Correlation: Pictures of places and historical events may be used. Science pictures showing work of machines, work of the sun, etc. can be used, explorers and what they accomplished. This could be correlated with any subject area.

Int.

I work with numbers
I fill out income tax forms
I went to four years of college
I passed a test which certifies
me as a top level accountant
What is my title?

He hollers alot but it is part of his job. This man makes you work from 4-6:30 after school from Monday through Fridays.
Discipline, Desire, and a will to win are the prime requirement for his job
He is glad when he wins
and sad when he loses
What does he do

I like to dig and I like to write
Sometimes I dig for a year and
then write for a year.
I use hand shovels to dig with but
I also use tractors and brushes.
Sometimes I live in an apartment
and sometimes I live in a tent
What do I do?

I work in an office part time and I work outside part time.
I stake dams and tell farmers what crops they should plant and on which fields
I help plan the planting of shelter belts
Who and I ?

I've heard him introduce many a pop hit.
He gives the weather report, tells the time, gives an advertisement and might even sing along a little bit.
(Disc Jockey)

He works on the railroad and sees a lot of the country. When he blows the whistle, you better stop. Who is he ? (Engineer

Intermediate

I help a doctor find out what's wrong with you. I take pictures of the inside of your body.
Who am I? (X-ray technician)

Your parents use my services often,
I take care of a valuable resource for them,
Perhaps you use me too,
I send out a financial statement each month to my customer's
Who am I? (Banker)

Attending activities as football, baseball and golf gives me the highlights for my stories
Who am I? (Sportswriter)

I work with flowers of all kinds
I arrange these flowers for weddings for parties and many other occasions.
Who am I?

My job is exceedingly important to musicians. I come running when the sound is flat or sharp. My major tools are a good ear and a tuning fork. I work on large and small pianos and organs usually before a recital.
What do I do?

He is the head of the executive branch of our government.
He makes many speeches. He lives in the White House
What is his job?

Mr. Jones works at the airport.
He knows about weather and also the sky.
His information is very important to all who fly.
Who is he?

My work deals with helping with legal matters. I usually have an office downtown and sometimes appear in court on behalf of my clients.

I explore the ocean floors
I find all sorts of things
Sometimes I discover know species
of plants and animals
At other times I go looking for
sunken treasure. Who am I?
Deep Sea Diver

I use many sizes of ladders in my work.
I usually wear a white cap and have
pockets on my overalls. I sometimes
look quite spotted at the end of a day.
Painter

Dr. - - - - - - went to school many
years to learn his job. He is still
learning. His job is to find out
new things. He helped us send men
to the moon. Who is he?
(scientist)

She meets us when we come in.
Our learning here we just begin
We learn to speak, print, and sing.
She is paid to do this: it's her thing.

I work all day and become very wary.
To get the papers typed I must not tarry.
I am a ----------

Intermediate

Making passengers on an airplane comfortable is part of my job. I try to make their flight as pleasant as possible and may sometimes serve them food and beverages.

I know that you would like your dad to come visit me. I sell a certain type of machinery. I also sell parts for the repair of these machines. My machines are usually used in the winter except for a few nutty people who try to run them on the grass. Who am I?

I am employed in the ____. I am concerned with our nations safety and serve millions of Americans every day in many capacities. I am not addressed as Mr. but as lieutenant, captain, major, or general. One of my services has been land combat overseas in defense of our country.
(Soldier in the Army)

There is a job whose duty is to
see that your glass are full of
beer and whiskey.

It stands on the lone prarie.
Its arms go round and round.
Herds of cattle look forward to going
there on hot days. What am I?

I wear beautiful clothes everyday
and I must show them off to others
I work for big name designers
to sell their latest fashions

I do something that helps almost everyone.
My tools are very large machines
Without my final product your new
cars and trucks would be almost useless.
Most of my work is done during
warm weather. Who am I?
(Heavy Equipment operator)

My work is done in a large building
where many others work from 9 to 3
People from every walk of life come
to me with savings or with problems.
(Banker)

NORTH DAKOTA PRODUCTS

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful.

CONCEPT: Money is the cheif form of barter in our country.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to do a check register.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Children will keep a check register. (attached sheet) Discuss ways to use money wisely. (1) Buying out of season gifts and merchandise. (2) Pay cash as much as possible. (3) Reduce length of loan time. (4) Avoid impulse buying.	Each child starts with a $1,000 in his bank account. He subtracts the amount of the checks written and records the balance.	*Sextant Systems Come to Work with Us in the Bank A field trip to the bank. contact for film: Miss Carol DeForest N. D. Bankers Assoc. Dakota Nat'l Buildin

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CHECK REGISTER

Check Number	Date	Check Issued to	Amount of Check	Balance $1,000 00

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful.

CONCEPT: Money is the chief form of barter in our country.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to explain four uses and values of money.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussions of the true value of money. Why value of money changes (Supply and Demand) how it is changing today. How do children value money? Why is a penny important? Bulletin board display of pictures tracing the history of things used as money. Ideas for reports on money. 1. Where does money come from? 2. Where does old money go? 3. Early American money. 4. Unusual terms applied to money. 5. Why U. S. has the largest gold reserve in the world. Comparison of wages of various occupations. Making up problems of how much money is earned a month, year, lifetime.	Money of itself has no meaning. (You can't eat it nor will it clothe or shelter you. It's value is only as a medium of exchange.) Money has contributed greatly to the welfare of the human race. People skilled in some areas could trade with people skilled in other areas which in turn led to commerce and trade between countries as well. Many things have been used as money throughout the ages. Money is also used as payment for services rendered. The amount of wage earned in occupations varies with the degree of skill and education for that particular occupation. The monetary unit of U. S. Money is $1.00(This has proved easy to use as it is faster to calculate in terms of ten)	World Book Encyclopedia Weekly Reader, Vol 52, Issue 14, Jan. 13, Story of Money 581 (Bismarck Filmstrip Library) Sextant Systems Books Come to Work with Us in A Bank

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Weekly Reader
· Issue 14 · January 13 1971

"When I [illegible] just [illegible]"

Matty likes canned spaghetti. But her mother won't buy it anymore.

"I'm sorry, dear," said Matty's mother. "But the price has gone up from 28¢ to 36¢. We just can't afford all these higher priced foods."

Across the U.S., food prices are soaring skyhigh.

WHAT'S UP

Bought a box of cookies lately? Was the price higher than before? Government reports show that during 1969 and 1970, most food prices rose rapidly - anywhere from a penny to 10¢ an item.

The average price of a pound of franks rose about 5¢. A 6-ounce can of tuna fish cost about 6¢ more in 1970 than it did the year before. Ice cream went up about 8¢ a gallon.

WHY ARE PRICES UP?

There is no one simple answer that will explain why food prices are on the rise. But one reason is that grocers' costs are also going up. For instance, since 1960 one large chain of supermarkets has had the following cost hikes:

Meat cutters' pay is 2/3 higher
Grocery bags cost 1/5 more
Rail transportation is 1/5 higher
Rents are up 7/10

Experts see no sign of a slowdown in the rise of food prices. So Matty will have to go without canned spaghetti for a while.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful.

CONCEPT: Competition exists in the business world.

SPECIFIC BEHAVIORAL OBJECTIVE: Child should make one original sign and offering of a special.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Different groups set up a similar business.	The teacher begins by displaying a sign to the class. Example: MISS MUELLER'S CANDY SHOP. Each group competes for a more original store name. Then the teacher presents a sign in her window. 5 chocolates for 25¢ Each group tries to make a better deal. She may continue by offering other specials such as: CHOCOLATES DIPPED IN COCONUT 5 for 25¢ Game continues as long as interest is high.	.Newspaper flyers, catalogs, and grocery advertisements.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a wide and varied interest that will open up an expanded basis for vocational choice.

CONCEPT: The meteorologist makes accurate measurements in the study of weather.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to identify correctly at least three things the meteorologist measures.

SUGGESTED SUBJECT AREA Science

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Study and discuss meteorology: the science of the atmosphere. 1. weather - forecastor 2. research meteorologist Method of observing the atmosphere 1. Tiros satellites (used to transmit TV pictures of weather phenomena. 2. Radar and radar probes. 3. High altitude balloons. 4. Research rockets. People affected by weather forecasting: 1. Electric, gas, and oil industries (routing energy sources) 2. Aviation (safe flying) 3. Contractors (planning jobs) 4. Agriculture (protecting crops) 5. Cities and towns 6. shippers 7. merchants 8. general public (planning)	Keep daily weather records in the classroom. Make graphs on temperature changes over a period of time and compare with wind chill temperature during winter months. Make clouds with faces from white construction paper, outline with black magic marker. Glue cotton material on back (Use on a small flannel board with a thermometer the children have made) Use reference materials for defining jobs related to study of the weather. Test on Weather Instruments (evaluation) Make up riddles or poem about people or things affected by the weather. Example : Baseball players, ships, fishing, etc.	U. S. Weather Map #270, available from any weather station. Today's Basic Science, Navarra, Zaffaroni, Unite 2 pp. 23-43 492 How a Thermometer Works 459 Why Do We Have Warm and Cold Days 507 Wind 505 Moisture and the atmosphere 4 Predicting Weather School or Public Library: 1. Real Science Riddles, by Rose Wyler 2. Why? A Book of Reasons, by Irving and Ruth Adler School or Public Library

SUGGESTED CORRELATION FOR THIS ACTIVITY:

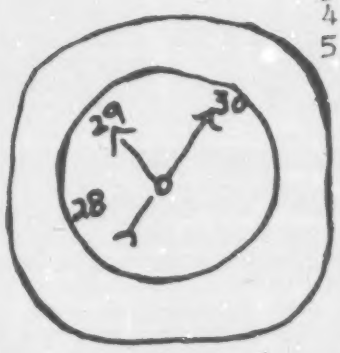
CONTINUATION ACTIVITY SHEET

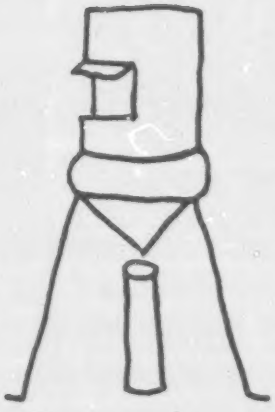
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
8. continued coast Guard, Red Cross 9. peoples emotional stability. Job Opportunities 1. statisticians 2. radiometrists 3. Hydrologists 4. Astrophysicists 5. Geographers 6. Physicists 7. Chemists 8. Engineers 9. Writers 10. educators 11. Consultants		

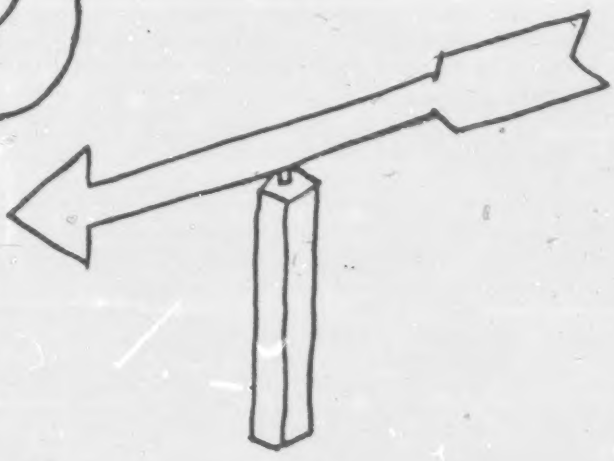
WEATHER INSTRUMENTS

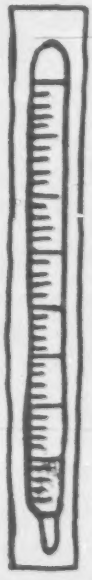
1. ANEMOMETER
2. RAIN GUAGE
3. THERMOMETER
4. ANEROID BAROMETER
5. WEATHER VANE

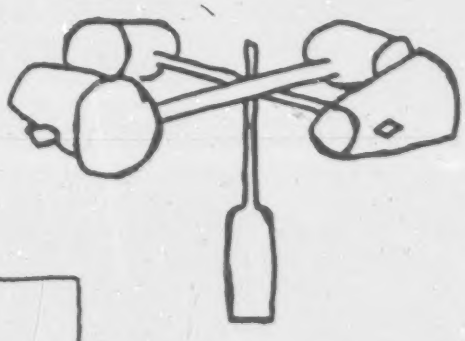
Under each drawing put the correct number of the instruments as listed above.

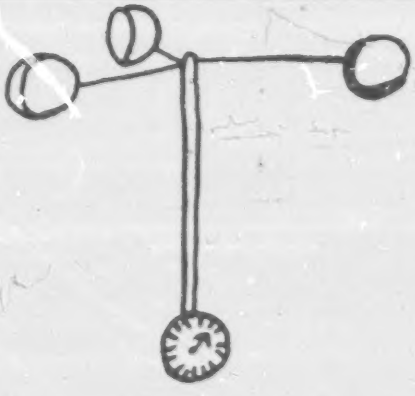


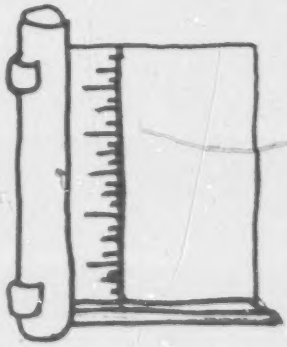












List the five things these instruments measure.

1. _____ 2. _____

3. _____ 4. _____

5. _____

WIND CHILL

HOW TO FIGURE THE WIND CHILL

To use this chart, proceed across the top line of figures to find the correct temperature. Then select the wind speed from the column on the left and read across until the two figures meet. This will give you the equivalent temperature based on the wind chill factor, or will tell you how cold it "feels".

WIND CHILL

WIND SPEED (mph)	DRY BULB THERMOMETER °F →																
Calm	35	30	25	20	15	10	5	0	-5	-10	-15	-20	-25	-30	-35	-40	-45
5	33	27	21	16	12	7	1	-6	-11	-15	-20	-26	-31	-35	-41	-47	-54
10	21	16	9	2	-2	-9	-15	-22	-27	-31	-38	-45	-52	-58	-64	-70	-77
15	18	11	1	-6	-11	-18	-25	-33	-40	-45	-51	-60	-65	-70	-78	-85	-90
20	12	3	-4	-9	-17	-24	-32	-40	-46	-52	-60	-68	-76	-81	-89	-96	-103
25	7	0	-7	-15	-22	-29	-37	-45	-52	-58	-67	-75	-83	-88	-96	-104	-112
30	5	-2	-11	-18	-26	-33	-41	-49	-56	-63	-70	-78	-87	-94	-101	-109	-117
35	3	-4	-13	-20	-27	-35	-43	-52	-60	-67	-72	-83	-90	-98	-105	-113	-123
40	1	-4	-15	-22	-29	-36	-45	-54	-62	-69	-76	-87	-94	-101	-107	-116	-128

Winds over 40 mph have little additional chilling effect

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop wide and varied interests that will open up an expanded basis for vocational choice.

CONCEPT: Advances in science have altered the occupations that produce goods and occupations that produce services.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will select one of the workers shown on the More Power to You film and write a report about the workers listing two responsibilities.

SUGGESTED SUBJECT AREA Science - North Dakota

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
View a film. Discuss people and machinery in the film.	View the film which shows the many jobs in the field of making electricity available to us. Discuss the machinery and people involved in this activity.	Film from Montana Dakota Utilities More Power to You, 20 min., color (film was made in North Dakota)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a wide and varied interest that will open up an expanded basis for vocational choice.

CONCEPT: Advances in science change work.

SPECIFIC BEHAVIORAL OBJECTIVE: Being able to identify three animals of the seashore that we use for food or medicine.

SUGGESTED SUBJECT AREA 4

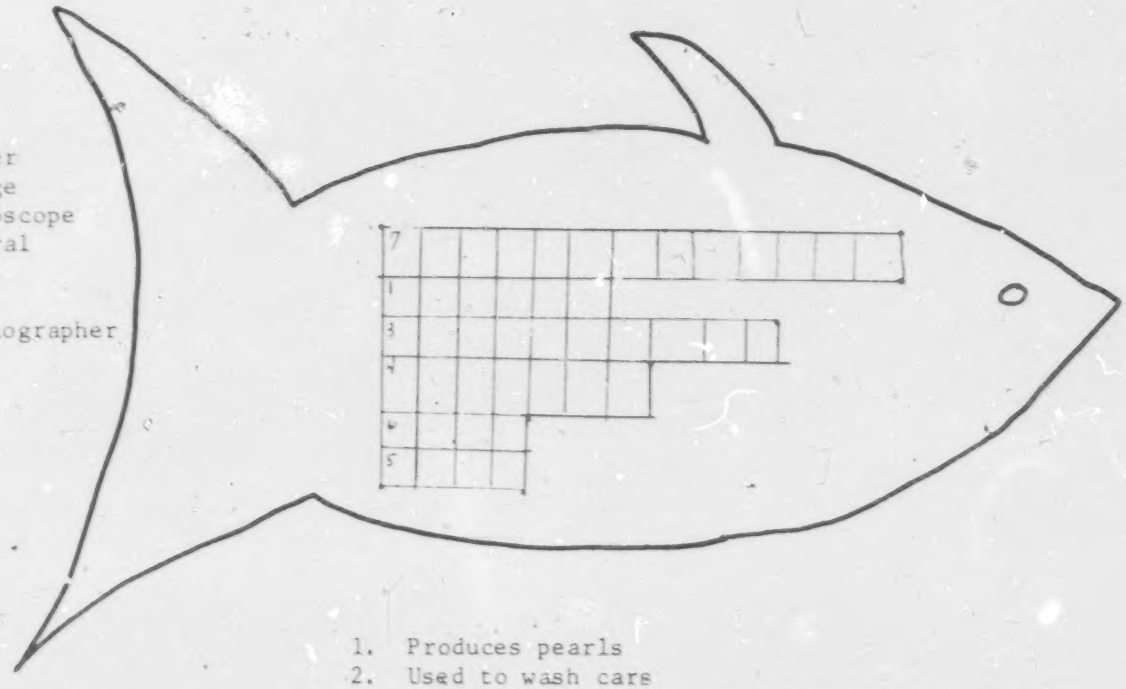
SUGGESTED GRADE LEVEL Science

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Crossword puzzle 2. Ocean News - Can you dind out what other products from the seas are being used in food and medicine?	Reference work using encyclopedias and science books.	Encyclopedia Navarra, Zafforoni, Today's Basic Science

SUGGESTED CORRELATION FOR THIS ACTIVITY:

ANSWERS

1. oyster
2. sponge
3. microscope
4. mineral
5. kelp
6. salt
7. oceanographer



1. Produces pearls
2. Used to wash cars
3. It enlarges tiny things so you can see them.
4. Not animal or vegetable
5. A plant from which we get iodine
6. A mineral in cooking
7. An explorer of the ocean bottom

OCEAN NEWS

"Bakers in South Africa are now making bread from fish flour. The flour is odorless and tasteless. It's a light brown color."

"Fish with white, not red, blood have been found in the Antarctic."

"Under water cables that carry telephone and telegraph lines from land to land sometimes get into trouble with whales. The whales might be swimming after food with their mouths open, or they mistake the cable as a possible dinner"

Science Section - Weekly Reader 1958

Can you find out what other products from the seas are being used in food and medicine?

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a wide and varied interest that will open up an expanded basis for vocational choice.

CONCEPT: Some people work to help us stay healthy.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to list 5 workers that work to keep us healthy.

SUGGESTED SUBJECT AREA Health

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Show the filmstrip "Helping the Healing Hands".	After watching the filmstrip the children discuss what they observed. They will discuss the duties and years of training it takes for jobs in the medical profession.	* "Helping the Healing Hands" (Edu Craft ECE-213

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To impress upon the student that a healthy body is essential to a productive worker.

CONCEPT: Some people are trained to aid when accidents occur.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to list three people who aid in case of accidents.

SUGGESTED SUBJECT AREA Health

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View filmstrips and discuss. 2. Discuss kinds of workers and qualifications 3. Children make posters on accident procedures. 4. Assigned to write: "I Was There!" I am an ambulance driver (or choose another worker). Procede to describe an accident and what they did to help.	1. View the filmstrip. 2. Large sheets of construction paper for the poster. 3. Creative writing activity.	Eyegate Filmstrip and Cassette series: X-228 "First Aid as It Happens" X-1431 "Procedure at the Scene of an Accident" X1432 "Bleeding, Wounds, and Special Emergencies" X1433 "Artificial Respiration X1434 "Poisoning, Burns, and Injuries to Bones" X1435 "Bandaging" X1436 "Transportation of an Injured Person" Resource Person to demonstrate mouth to mouth resuscitation - Mrs. Kaiser Red Cross office.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: A healthy body is essential to a productive worker/

CONCEPT: Most foods provide calories that produce warmth and energy.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will be able to plan a days menu which will not exceed the calorie intake suggested for their age group.

SUGGESTED SUBJECT AREA Health (Math)

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion of food as a fuel. Is food a fuel?	Small bits of dried food can be held over a flame to show that foods burn. It should be noted that this burning is more rapid than that which takes place in the body and that some foods burn more easily than others. (Fats burn longest raising questions as to the value of fatty foods.)	Calorie charts (attached) "Choose Your Calories Wisely" Dept. of Home Economics Services Battle Creek, Michigan 49016 "Food Through the Ages" Mfg. Chemist Assoc. State Health Nutrition Dept.
Adding amounts of calories of foods consumed per meal and day.	"Problem Solving" Page 57	Exploring Mathematics Holt, Rinehart, and Winston c 1970

SUGGESTED CORRELATION FOR THIS ACTIVITY:

HOW TO SCORE YOUR DIET

This score sheet is a device by which you can score your diet quickly. Its system has been simplified to avoid awkward decimals, as explained on the inside back cover. Suggestion for using it is to place a check (√) beside each food you have eaten during one day. After you have done this, add the values of these foods on each double page. When all of the pages are in place you may then add up the figures for meat, vegetables, cereals, and so forth, to obtain your total score. Finally, compare these with the recommended daily allowances on the last page. You may then discover what foods you need to add to improve your diet.

The blank pages in the back may be used in planning the pattern of meals in the total day's diet.

The number of foods which could be included in this booklet is necessarily limited. With some foods you will need to figure what is in the food. For example, vegetable stew:

Beef 1 portion **Potatoes 1 portion**
Carrots 1 portion **Tomatoes ½ portion**
Gravy 1 portion

UNITS (for conversion to grams of [illegible] — see Back Cover)

Food	Size of Serving		Calories	Protein	Calcium	Iron	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin
PROTEINS											
Milk											
Whole	1 cup (8 oz)	1	165	85	28	2	390	3	10	40	3
		2	330	170	56	4	780	6	20	80	6
		3	495	255	84	6	1,170	9	30	120	9
		4	660	340	112	8	1,560	12	40	160	12
Evap., vitamin D enriched	½ cup + ½ cup water		175	88	30	2	500	2	6	45	3
Skim, and nonfat buttermilk	1 cup (8 oz.)		85	85	30	2	10	3	9	45	3
Vitamin D enriched	1 cup (8 oz.)		165	85	28	2	385	2	10	40	2
Meats and Fowl (For all fried meats and fowl, add 100 calories per serving.)											
Bacon, crisp	(See Fats)										
Beef, lamb, mutton, veal (roasted or broiled)	1 serving (¼ lb.)		240	190	1	25			6	15	40
Frankfurter, cooked	1 average		125	70		6			8	9	12
Hamburger, lean, cooked	1 large patty (¼ lb.)		360	182	1	27			6	14	37
Liver, cooked	1 serving (¼ lb.)		140	200	6	70	44,000	30	26	330	140
Liverwurst, braunsweiger	1 slice (15 per lb.)		80	50		16	1,730		5	34	14
Other luncheon meats	2 slices		85	60	1	10			5	5	5
Pork or ham (roasted)	1 serving (¼ lb.)		500	165	1	25			80	19	45
Pork chops, cooked	1 loin chop		300	165	1	25			80	19	45
Pork sausage, cooked	2-in. patty		185	65		10			20	10	15
Broiler	½ medium (½ lb. meat, no bone)		334	440	3	30			17	55	220
Fowl, roasted or stewed	1 serving (¼ lb.)		200	200	2	20			8	15	100
Fish and Shellfish (For all fried fish, add 100 calories per serving.)											
Cod, haddock (cooked)	1 serving (¼ lb.)		170	180	1	5			5	9	20
Halibut (cooked)	1 serving (¼ lb.)		200	210	2	8	500		6	6	90
Lobster meat, cooked	½ cup		90	185	7	8			5	7	20
Oysters, raw	5–8 medium		85	100	9	56	320		15	20	12
stew	4 oysters + 1 cup milk		320	150	35	38	1,060	5	19	55	11

VEGETABLES

Asparagus, cooked	¼ cup	20	2½	2	10	1,010	25	15	17	12
canned, green	6 medium stalks	20	2½	2	19	800	18	6	8	10
Beans, green, cooked	½ cup	15	9	1	4	915	5	4	6	3
canned	½ cup	20	12	4	15	500	5	4	5	4
lima, green, frozen, cooked	½ cup	110	65	5	19	220	20	10	7	8
Beets, cooked	½ cup	35	8	2	6	15	5	2	4	2
Broccoli, cooked	¼ cup	50	35	15	15	3,500	75	7	15	8
Brussels sprouts, cooked	½ cup	30	30	2	9	240	35	3	8	4
Cabbage, raw	½ cup	15	7	2	3	50	25	3	3	2
cooked	½ cup	20	12	4	4	75	25	4	4	3
Sauerkraut	¼ cup	25	14	4	5	40	15	3	6	1
Carrots, raw	1 large	40	12	2	8	12,000	5	6	6	5
cooked	¼ cup	20	5	2	5	9,400	3	4	4	3
Cauliflower, cooked	½ cup	15	15	1	7	50	17	4	5	3
Corn, cooked	1 ear 5" long	85	27	1	6	400	8	11	10	14
canned	½ cup	90	39	3	7	260	7	4	7	12
Dried navy beans, peas, cooked	½ cup	115	70	5	25			6	6	10
Leafy greens										
Beet tops, spinach, cooked	¼ cup	50	25		25	10,000	55	8	20	6

RECOMMENDED DAILY ALLOWANCES EXPRESSED IN UNITS

Adapted with practical modifications from the Recommended Dietary Allowances of the National Research Council, 1963.
Refer to inside back cover for explanation of units.

	Age (years)	Weight (lbs.)	Height (in.)	Vitamin D Units	Calories	Protein	Calcium	Iron	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin
						UNITS							
Infants up to 1 year		18		400	kg x 115 ±15	kg x 2.5 ±0.5	70	kg x 1.0	1,500	30	40	60	60
CHILDREN	1–3	29	34	400	1,500	320	80	80	2,000	40	50	80	90
	3–6	40	42	400	1,600	400	80	100	2,500	50	60	100	110
	6–9	55	49	400	2,100	520	80	120	3,500	60	80	130	140
BOYS	9–12	72	55	400	2,400	680	110	150	4,500	70	100	140	160
	12–15	98	61	400	3,000	750	140	150	5,000	80	120	180	200
	15–18	134	68	400	3,400	850	140	150	5,000	80	140	200	220
GIRLS	9–12	72	55	400	2,200	550	110	150	4,500	80	90	130	150
	12–15	103	62	400	2,500	620	130	150	5,000	80	100	150	170
	15–18	117	64	400	2,300	580	150	150	5,000	70	90	130	150
MEN	18–35	154	69		2,800	700	80	100	5,000	70	120	170	190
	35–55	154	69		2,600	700	80	100	5,000	70	100	160	170
	55–75	154	69		2,200	700	80	100	5,000	70	90	130	150
WOMEN	18–35	128	64		2,100	580	80	150	5,000	70	80	130	140
	35–55	128	64		1,900	580	80	150	5,000	70	80	120	130
	55–75	128	64		1,600	580	80	100	5,000	70	80	120	130
Pregnant (3rd trimester)				400	+ 200	+ 200	+ 50	+ 50	+ 1,000	+ 30	+ 20	+ 30	+ 30
Lactating				400	+ 1,000	+ 400	+ 50	+ 50	+ 1,000	+ 30	+ 40	+ 40	+ 70

BREADS AND CEREAL FOODS											
Enriched white or whole grain Bread	1 slice	1	65	20	2	4	..	..	6	4	5
		2	130	40	4	8	..	..	12	8	10
		3	195	60	6	12	..	..	18	12	15
Muffin, plain	1 av.		120	32	3	7	190	..	8	10	6
Roll, plain, pa..	1 med.		80	21	2	5	75	..	7	6	5
Pancake	1 (4" × 4")		60	18	4	4	50	..	5	6	3
Waffle	1 (5" × 5" × ½")		216	70	14	14	270	..	14	20	10
Cereal, cooked											
Oatmeal or rolled oats	½ cup		75	25	1	8	..	..	11	3	2
Wheat	½ cup		70	28	1	7	..	..	9	5	7
Cereal, ready-to-eat, flakes	1 cup		115	27	1	9	..	..	12	4	14
puffed	1 cup		49	12	..	4	..	..	7	2	11
sugar-coated	1 cup		110	12	3	5	..	..	15	2	10
Crackers, graham	1 cracker		30	5	..	1	..	..	2	1	1
soda	1 cracker		30	7	..	1	..	..	1	1	..
Egg noodles, enriched, cooked	1 cup		107	35	1	8	60	..	22	10	17
Macaroni, rice, spaghetti unenriched, cooked	1 cup		209	42	2	7	..	..	3	2	7
FATS											
Bacon	1 strip, crisp		50	18	..	2	..	..	4	2	3
Butter or fortified margarine	1 teaspoon		35	..	..	..	165	..	..	..	..
Cream, light (coffee)	2 T. (¼ cup)		60	8	2	..	250	..	..	2	..
heavy (whipping)	2 T. (¼ cup)		100	6	2	..	440	..	..	4	..
Shortenings (Add these values to any fried food not given a listing as fried.)											
Beef suet, rendered	1 T.		120	2	..	..	70	..	..	..	..
Homogenized vegetable	1 T.		110	..	..	..	..	..	..	..	..
Lard	1 T.		125	..	..	..	..	..	..	..	..
Foods with high fat content											
Gravy (with milk)	¼ cup		100	25	2	2	225	..	4	11	2
Mayonnaise	1 T.		90	2	..	1	55	..	..	..	..
Salad dressing (French)	1 T.		60	1	..	..	..	..	..	..	..
White sauce (medium)	2 T.		50	13	4	1	165	..	1	5	1
SWEETS											
Chocolate-coated candy bar	2 oz.		270	52	5	14	..	..	3	9	3
Honey, strained	1 T.		60	1	..	2	..	..	..	1	..
Jam, jelly, syrup	1 T.		55	..	..	..	..	..	..	..	..
Molasses, medium dark	1 T.		45	..	6	12	..	..	..	..	..
Sorghum	1 T.		50	..	3	24	..	..	2	3	6
Sugar, granulated	1 T.		50	..	..	..	..	..	..	..	..
brown, dark	1 T.		50	..	1	4	..	..	..	..	..
BEVERAGES											
Chocolate malted milk shake	1 serving (8 oz. milk)		500	130	42	13	900	4	19	65	5
Cocoa or chocolate	1 cup (6 oz. milk)		180	70	22	9	300	2	8	33	3
Grape juice, sweetened	3 oz.		70	4	1	3	..	..	4	5	2
Soft drinks	1 bottle (6 oz.)		80	..	..	..	..	..	..	..	..
TOTAL CEREALS, FATS, SWEETS, BEVERAGES											

Lettuce	⅛ head									
Celery	2 pieces	10	5	2	2	100	4	2	5	2
Cucumber	8 slices									
Onions, egg plant, cooked	½ cup	40	10	9	6	80	8	5	4	5
Peas, green, cooked	½ cup	60	38	2	15	900	12	20	11	20
canned	½ cup	70	36	3	17	550	8	10	5	8
Potatoes										
Sweet, baked	1 medium	180	26	4	11	12,000	30	12	8	9
Sweet, canned	½ cup	200	20	3	8	9,000	15	5	4	5
White, boiled, peeled	1 medium	85	20	1	7	20	15	9	3	10
baked, without skin	1 medium	100	24	1	8	20	17	11	5	14
French fried, shoestring	10 pieces	200	27	2	10	25	15	9	6	17
hashed brown	½ cup	240	33	2	12	30	7	8	6	17
Pickles, sweet cucumber	1 medium	10	1	1	1	10	..	..	..	..
Dill	1 large	15	9	4	2	420	8	..	8	..
Rutabagas, cooked	½ cup	25	6	4	3	270	16	4	6	5
Squash, winter, baked	½ cup	50	19	2	8	6,000	7	5	15	6
Tomatoes, canned	½ cup	25	12	1	7	1,250	20	7	4	8
juice, canned	½ cup	20	10	1	4	1,050	16	5	3	8
raw	1 medium	30	15	2	9	1,650	35	9	6	8
Turnips, cooked	½ cup	25	8	4	5	..	18	4	6	4
For buttered vegetables, add per serving:		50	..	..	..	200	..	..	..	..
If fried, add 100 calories per serving.										

FRUITS (For sweetened canned or frozen fruit, add 50 calories per serving. For sweetened fresh fruit, add 20 calories per tsp. sugar used.)

Apple, raw	1 medium	75	4	1	4	120	6	5	4	2
Applesauce, sweetened	½ cup	90	3	1	5	40	1	3	2	1
Apricots	2-3 medium	50	10	2	5	2,800	7	3	5	8
Banana	1 medium	130	18	1	9	650	12	6	8	10
Cantaloupe	½ (5" diam.)	30	9	3	6	5,000	50	8	6	7
Cherries, sweet, raw,	15 large	60	11	2	4	620	8	5	6	4
sour, canned, unsweetened	½ cup	50	8	1	3	720	6	3	2	6
Citrus – orange, grapefruit, lemon	1 orange or lemon or ½ grapefruit or ½ cup juice	50	9	3	4	180	50	8	3	3
Cranberry sauce	2 T.	40				6	4			
Dried dates, figs, raisins	¼ cup	80	5	3	9	15		4	3	6
Fruit cocktail, canned	½ cup	90	5	1	5	205	3	2	2	5
Grapes	1 bunch (22 to 24)	70	14	2	6	80	4	6	4	2
Peach, raw	1 medium	50	5	1	6	880	8	2	5	9
Pear, raw	1 medium	60	1	2	3	20	3	2	4	1
Pineapple, canned, sweetened	½ cup	100	5	4	8	100	12	10	2	2
fresh, unsweetened	½ cup	50	4	2	3	130	24	8	2	2
Plums, raw	2 medium	50	7	2	5	350	5	6	4	3
Prunes, cooked, unsweetened	4 medium	85	7	2	13	550	..	2	5	4
Raspberries, blackberries	¼ cup	60	10	4	9	200	25	2	7	3
Rhubarb, cooked, sweetened	½ cup	140	3	..	2	16	2	..	..	..
Strawberries	10 large	40	8	3	8	60	60	3	7	3
Watermelon	6" diam. × 1½"	170	3	4	12	3,540	35	30	50	12
fresh, boneless	1 serving (¼ lb.)	290	210	2	6	400	..	12	25	80
Sardines, canned	1 sardine	100	90	19	20	15	..	5	15	37
Shrimp, canned or cooked	4 – 6 medium	65	135	6	16	30	..	1	2	10
Tuna, canned	½ cup	200	290	1	14	80	..	5	12	130
Eggs (For fried egg, add 100 calories.)										
boiled or poached	1 medium	80	60	3	15	550	..	5	14	..
omelet or scrambled	1 egg + 2T. milk	106	68	5	13	640	..	5	17	..
Cheese										
American cheddar	1-in. cube (1 oz.)	115	71	20	3	400	..	1	12	..
Cheese spread	1 oz.	105	60	2	..	..	..	..	..	..
Cottage cheese, dry	½ cup	95	195	10	3	20	..	2	30	1
creamed	½ cup	155	205	12	5	270	..	..	34	1
Processed cheese	1 oz.	90	50	17	..	..	..	..	..	..
Nuts										
Almonds	12 – 15	90	28	4	7	..	..	4	10	7
Peanuts	12 – 15	85	40	1	3	..	..	3	2	24
Pecan or walnut halves	12 – 15	100	20	1	4	7	..	8	2	2
Peanut Butter	1 T.	90	40	1	3	..	..	2	2	24

DESSERTS

Cakes										
Angel	1/10th of 10" cake	150	35		1	..	..	..	6	1
Chocolate, white icing	1/12th of 9" cake	360	50	2	5	260	..	2	7	1
Fruit	3" × 3" × ½"	140	20	1	10	150	..	6	6	4
Plain, white icing	3" × 2" × 1¼"	300	38	8	3	450	..	2	5	2
Cookies, plain, sugar	2 (3" diam.)	130	20	1	4	50	..	6	6	4
Chocolate brownie	2" × 2" × ¾"	140	18	1	5	230	..	4	4	2
Fruit nut (rich)	2 (3" diam.)	230	45	1	5	20	5	5	5	..
Custard, baked	½ cup	200	90	16	10	600	..	8	30	1
Doughnuts, cake type	1 medium	140	20	1	6	40	..	7	6	5
raised	1 medium	120	30	2	4	70	..	7	5	5
Gelatin dessert, plain	½ cup	70	16	..	..	..	..	..	..	..
Ice cream, vanilla	½ cup (¼ qt.)	150	28	9	1	300	1	3	18	1
Pies										
Blueberry	⅛ of 9" pie	350	80	1	7	170	5	5	5	4
Cream filling, with meringue	⅛ of 9" pie	350	70	5	8	300	..	7	24	2
Fruit (apple, peach, cherry)	⅛ of 9" pie	380	40	2	6	500	2	5	4	6
Pumpkin	⅛ of 9" pie	350	65	10	20	2,300	..	6	16	5
Pudding, cream style	½ cup	150	45	15	1	200	..	4	20	1

● **TOTAL FRUITS and DESSERTS**

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To impress upon the student that a healthy body is essential to a productive worker.

CONCEPT: Some people specialize in their work to keep us healthy.

SPECIFIC BEHAVIORAL OBJECTIVE: Be able to place foods in the basic four food groups.

SUGGESTED SUBJECT AREA Health

SUGGESTED GRADE LEVEL 4

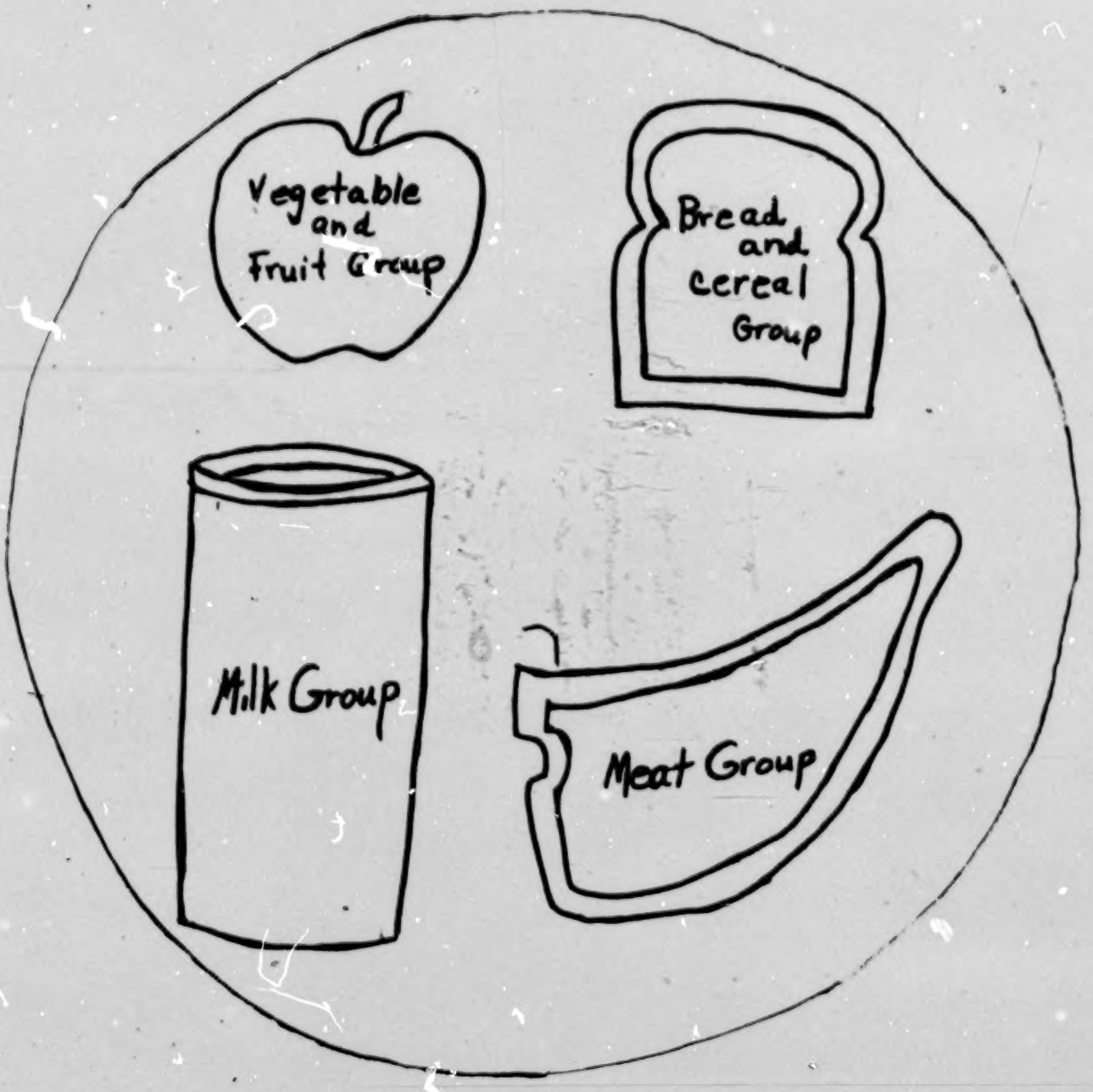
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Study and discussion of four Food Groups. Four Food Groups quiz. (Basic Four Chart attached) List people who work in Food Services. 1. Dietician 2. Nutritionist 3. School Lunch Supervisor 4. School Lunch Cooks 5. Menu Maker 6. Chef or cook 7. Bus Boy or Girl 8. Home Ec teacher	1. Arrange a tray with a variety of foods from the four Food groups. (Do not place foods from each group together. Mix them up) Examples of finger foods that can be used are: Bread & Cereal Group: Small crackers Dru cereal Milk Group: Cheese bits Fruit & Vegetable Group: Raisins carrot sticks fruit drink (vitamin C) Meat Group Nuts or peanuts bits of sandwich meat peanut butter 2. Instruct each person to select an assortment of foods and place them in them in the proper food group on the place mat. (include one item from each food group) continued	Something You Didn't Eat (15 min, color) What's Good to Eat (17½ min, color) Big Dinner Table (11 min. Color) Films from: N. D. State Dept. of Health Division of Health Education Bismarck, ND Poster: Foodway to Follow N. D. State Wheat Commission P. O. Box 956 Bismarck, ND

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	3. The food may be eaten when the teacher approves the correct placement of the foods.	

Basic Four Chart



CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop and foster a positive attitude toward the value of true art

CONCEPT: Music, Art, and Drama give people pleasure.

SPECIFIC BEHAVIORAL OBJECTIVE: All students will be able to draw a picture resembling a worker and thereby revealing their perception of the worker.

SUGGESTED SUBJECT AREA Art

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have students draw a picture of the way they picture certain workers. Students may choose to draw workers of their choice.	Discuss with students their image of workers they have seen.	Books and magazines X98 Learning to Make pictures Eye Gate X98A Figure Drawing X98B Feature placement

101

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitude toward work and preparation for work.

CONCEPT: Individuals differ in abilities, interests, attitudes and values

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will illustrate at least one responsibility at home or school.

SUGGESTED SUBJECT AREA Art

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Draw pictures: How I Help at Home, How I Help in School, How Else Can I Help at Home? How Else Can I Help at School? 2. Children could plan chart listing areas of work in classroom with rotating duties. 3. Children compare jobs they have at home.	How do children help at home and at school. How this in turn helps parents and teachers.	Pictures from magazines showing helpers at home and school.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop and foster a positive attitude toward the value of fine art.

CONCEPT: Some people have occupations in fine arts to give us enjoyment.

SPECIFIC BEHAVIORAL OBJECTIVE: To acquire sufficient technique in art activities to produce a picture.

SUGGESTED SUBJECT AREA Art

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
View the filmstrip and listen to the cassette as an introduction to animal drawing, perspective, design, or painting.	Children will make pictures that correspond to what is learned on the filmstrip. Animal drawings - pets Perspective - fruit, vases Design - material, book covers Painting - scenes	Eye Gate X98 Learning to make Pictures X98c Animal Drawing X98D Perspective X98E Design X98F Painting

103

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop and foster a positive attitude toward the value of fine arts.

CONCEPT: Some people have occupations in fine arts to give us enjoyment.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will locate and describe two mammoth scultures of the present and one of two of the past.

SUGGESTED SUBJECT AREA Fine Arts

SUGGESTED GRADE LEVEL 4

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Sculpturing of paper mache, clay or wood of any object children would like to do. ...The figure of the men carved into the side of Stone Mountain in Georgia are a memorial to the men who fought in the War Between the States. These men are Jefferson Davis, Generals Robert E. Lee and Thomas J. (Stonewall) Jackson. The carving is the world's largest sculpture in granite. The entire sculpture covers an area about the size of a football field. The carvin is so large that a man could stand inside the mouth of Traveler, General Lee's famous horse. Traveler measures 132feet from nose to tail.	Discussion and research on sculptures of the past (pyramids, etc.) and the present (Mt. Rushmore) How do all people benefit by these monuments? How will the people of the future view our monuments of today? What training is necessary to become a sculptor?	Weekly Reader, Stone Mountain Ga. April 14, 1971 (other articles on sculpture work, etc. have been given.) Mount Rushmore film; color State Department of Highways Publicity Director, Pierre, S. D (free) Songbook: Discovering Music Together, bk 4 Follett Co., c. 1970

SUGGESTED CORRELATION FOR THIS ACTIVITY:

104

VOCABULARY

INTERVIEW
INVENTORY
APPTITUDE
BASIC
CHARACTERISTIC
EXERCISE
INDEPENDENT
INHERITED
LEARNED
PERSONALITY
NATIONALITY
PSYCHOLOGY
RACES
RELAX
SPECIAL
TRAITS
UNIQUE
WANT

APPENDIX B

RESOURCE PEOPLE GUIDELINES

Preparation:

1. Make the initial contact.

2. Teacher should obtain background information on person so she can make the introduction.

3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc. (letter for this purpose attached) Form xx

4. Cover the area concerning the resource person before he or she comes to the classroom.

5. Give students some general knowledge of this person's field.

6. Talk about questions that they wish to have answered. (general) Have these organized so that all questions can be asked without repetition.

7. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.

Form xx

Dear _____

My students are studying _____
We would like to have some first hand knowledge about this area. We are very interested in the work that you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job
2. Duties
3. Training or preparation required.
4. Approximate starting salary - salary after ten years (average).
5. Have you been doing this same type of work all of your working life.
6. Demand for such a job.
7. Supply of workers for this occupation.
8. Physical characteristics needed.
9. Social characteristics needed.
10. Do you work alone or with others.
11. Do you need to get along and cooperate with other workers.
12. What school courses helped a great deal in preparing you for this work?
13. How do you feel after a days work? Why?
14. Why do you work?
15. Do you like this job?
16. What are the good and bad points about it?
17. How and where training can be obtained.
18. Leave plenty of time for questions.

Listed below is some information you may find useful.

Grade _____
Number of students _____
Description of facilities and equipment available _____

_____

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher

FOLLOW-UP

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).

2. Discuss:

   a. Is this person's work useful? How?

   b. Would you like this type of work?

   c. What characteristics do you have that would be valuable in this work?

   d. What must you improve on if you were to go into this line of work?

"BUY NORTH DAKOTA PRODUCTS"

APPENDIX C

FIELD TRIPS

Guidelines:

I. Set up plans:

A. Plan type of trip
Are students interested in going?
Is trip justifiable? (Can classroom provide same learning?)
Reason for taking trip:
1. Develop awareness of different workers
2. Helping them observe working conditions
3. Awareness of interdependence of workers.

B. Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips
Develop form-sheet for the tour of business place
4. Contact business tour establishment

a. Permission to come and deffinite date and time
b. Information given them
1. Number of children
2. Age and grade level
3. What material covered by children previously
4. Questions they might ask
5. Workers children may question
6. Do you have materials you would like us to go over beforehand or hand out on tour?
7. Safety measures to be observed

C. Pupil Teacher Preparation

Watch for:
1. Working condition
2. Training of workers
3. Duties of workers
4. Clothes they wear - appropriate
5. Numbers of workers
6. Safety
7. Do they like this work?

Our preparation for trip:
1. Appropriate clothing
2. Safety - conduct on tour
3. Courtesy (going and at tour base)
4. Departure time

D. Follow-up

1. Did you enjoy the trip and would you recommend trip to others? Why? Why not?
2. Discuss observations (C)
3. Were all your questions answered?
4. Which of these workers would you like to be?
5. What did you learn on this trip that you didn't learn in classroom?

Grades 4 - 5 - 6

Ideas for Employers Regarding things to Cover During Occupational Field Trip

1. Title of occupations at your plant

2. Duties of the workers

3. Training or preparation needed

4. Salaries (optional) beginning and ten year average

5. Physical and social characteristics needed.

6. What school work was most helpful for your job

APPENDIX D

ADDRESS OF SUPPLIERS OF RESOURCE MATERIALS

Academy Films
748 West Seward Street
Hollywood, Calif. 90038

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

Association-Sterling Films
512 Burlington Avenue
LaGrange, Ill. 60525

Benefic Press
10300 W. Roosevelt Rd.
Westchester, Ill. 60153

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Childrens Press
1224 W. Van Buren Street
Chicago, Ill. 60607

The Child's World, Inc.
515 N. Front St.
Box 711
Mankato, Minnesota 56001

Chilton Book Co.
401 Walnut St.
Philadelphia, Pa. 19106

Churchill Films
662 N. Robertson Blvd.
Los Angeles, Calif. 90069

David C. Cook Pub. Co.
Elgin, Illinois 60120

Communico
1735 Administration Dr.
St. Louis, Mo. 63141

Coronet Films
Coronet Building
65 E. South Water St.
Chicago, Ill. 60601

Coward-McCann, Inc.
200 Madison Ave.
New York, N. Y. 10016

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, Illinois 60640

Dillon Press
108 Washington Ave. N.
Minneapolis, Minn. 55401

Walt Disney Production
Educational Film Division
500 S. Buenavista Ave.
Burbank, Calif. 91503

Dodd, Mead & Company
79 Madison Ave.
New York, New York 10016

Doubleday & Company
501 Franklin Ave.
Garden City, N. Y. 11530

Edu-Craft
(See Denoyer Geppert)

Educators Progress Service, Inc.
212-214 Center Street
Randolph, Wis. 53956

Educational Progress Corp.
8538 E. 41st Street
Tulsa, Okla. 74145

Encyclopedia Brittanica
Preview/Rental Library
1822 Pickwick Ave.
Glenview, Illinois 60025

Eye Gate House
146-01 Archer Street
Jamaica, New York 11435

Fearon Publishers, Inc.
2165 Park Blvd.
Palo Alto, Calif. 94306

Finney Company
3350 Gorham Avenue
Minneapolis, Minn. 55426

Florida Development Commission
Film Library
Collins Bldg.
Tallahasee, Florida

Follett Educational Corp.
Customer Service Center
Box 5705
Chicago, Illinois 60680

Ford Market, Inc.
63 St. Anthony Blvd. N. E.
Minneapolis, Minn. 55421

Guidance Associates
Pleasantville, N. Y. 10570

Harper & Row Publishers
Keystone Industrial Park
Scranton, Pennsylvania 18512

Harvey House, Inc.
5 S. Buckhout St.
New York, N. Y. 10533

Hawthorne Book, Inc.
70 Fifth Avenue
New York, N. Y. 10011

Highlights for Children
2300 W. Fifth Ave.
Columbus, Ohio 43216

Houghton Mifflin Co.
1900 S. Batavia Ave.
Geneva, Ill. 60134

Imperial Film Co.
4404 S. Florida Avenue
Lakeland, Florida 33803

Alfred A. Knopf, Inc.
501 Madison Ave.
New York, New York 10022

Laidlaw Brothers
Thatcher & Madison
River Forest, Ill. 60305

McGraw-Hill Book Co.
330 W. 42nd St.
New York, N. Y. 10036

Melmont Publishers
(Children's Press
handled Melmont)

Milton Bradley Aids
74 Park Street
Springfield Mass. 01102

National Dairy Council
111 North Canal Street
Chicago, Ill. 60606

National Gallery of Art
Extension Service
Washington, D. C.

G. P. Putnam
200 Madison Ave.
New York, N. Y. 10016

Radim Film
220 W. 42nd St.
New York, N. Y. 10036

Random House
201 East 50th Street
New York, New York 10022

Richard Rosen Press
29 E. 21st Street
New York, N. Y. 10010

Rider College
Public Information Unit
Trenton, New Jersey 08602

Scholastic Book Service
2931 E. McCarty St.
Jefferson City, Mo. 65101

Scholastic Magazine, Inc.
(Weekly Reader)
902 Sylvan Avenue
Englewood Cliffs, N. J. 07632

Science Research Assoc.
259 E. Erie Street
Chicago, Ill. 60611

Sextant Systems
3048 N. 34th Street
Milwaukee, Wisc. 53210

Shell Film Library
450 N. Meridian St.
Indianapolis, Ind. 46204

Silver Burdett Company
460 S. N.W. Highway
Park Ridge, Ill. 60068

Society for Visual Education
1345 Diversey Parkway
Chicago, Ill. 60614

Steck-Vaughn Co.
Box 2028
Austin, Texas 78767

Sterling Publishing Co., Inc.
419 Park Avenue S.
New York, N. Y. 10016

Taylor Publishing Co.
Box 597
Dallas, Texas 75221

Texaco Inc.
Mr. Smithwick
1570 Grant St.
Denver, Colo.

Tompkins Films
Box 46611
Los Angeles, Calif. 90046

Trend Enterprises
White Bear Lake, Minn.

U. S. Government Printing Off.
Superintendent of Documents
Washington, D. C. 20402

U. S. Dept. of Labor
240 New Federal Bldg.
653 Second Ave. N.
Fargo, N. Dak. 58102

VISTA
1111 18th St. N. W.
Washington, D. C. 20506

J. Weston Walch, Publisher
Box 1075
Portland, Maine 04104

Franklin Watts, Inc.
575 Lexington Ave.
New York, N. Y. 10022

Weekly Reader
(see Scholastic Magazine)

Westminster Press
Witherspoon Bldg.
Juniper & Walnut St.
Philadelphia, Pa. 19107

Weston Woods
Newtown Turnpike
Weston, Conn. 06880

Whitman, Albert
560 W. Lake St.
Chicago, Ill. 60606

John Wiley & Sons
605 Third Ave.
New York, N. Y. 10016

H. Wilson Corporation
555 West Taft Drive
South Holland, Ill. 60473

APPENDIX E

INTERVIEWING GUIDELINE

Intermediate Grades

PURPOSE

We see the purpose of an interview to be an accurate personal way to obtain information. A famous social scientist, Gordon Allport, once said, "If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do - why not ask them."

Interviewing can be used as an effective way for students to gain insight into a wide variety of jobs and workers.

METHOD AND TECHNIQUES

The following rules, which also apply to professional interviewers, generally should be followed by children.

1. The purpose of the interview, or some orientation to the interview, should be given at the start.

2. The interviewer should be friendly. He should seek to elicit and maintain the cooperation of the respondent.

3. The questions should be asked exactly as stated, and usually in the order given.

4. The responses should be reported as given. The interviewer should not show that he either agrees or disagrees with the answers. (It might be a good idea to have interview teams of two for each interview - one person to ask the questions and probe for the answers, the other to record what is being said.)

5. The interviewer should prompt or probe for some answers. This should be done especially when the answer is not clear, when it is very brief, or when the respondent is reluctant to answer. This is especially important.

PREPARATION FOR INTERVIEWING

1. Students should be aware of the purpose of the interview and also what the information will be used for.

2. Students should know who they will interview and contact that person for permission before the actual interview.

3. Role-playing should be used in the classroom as practice sessions.

4. Survey possibilities for interview in your community through the yellow pages.

5. Teachers should be aware and make students aware that misinformation may result from an interview. The worker may misunderstand the question, or he may not have enough detailed information that the student is seeking.

QUESTIONAIRE

Person Interviewed _____

Person Interviewing _____

Date _____

I. Name of Occupation

General _____

Specific Name _____

II. Information About A Job

1. What are the different types of workers found in your plant?

2. What kind of work do the majority of employees do?

3. Is the work outdoors or indoors?

4. What are your job duties?

5. What are the educational and experience requirements for your job?

6. What are the physical requirements?

7. What is possible weekly or monthly earnings? (Don't force this if they don't want to tell you.)

8. What are the future opportunities?

Teacher _____

Grade Level _____

EVALUATION AND FEEDBACK ON ACTIVITIES FOR YEAR 1972-73

Activity Page	Positive Comments	Negative Comments	Suggested Changes, Additions or Deletions

Teacher _____

Grade Level _____

EVALUATION AND FEEDBACK ON ACTIVITIES FOR YEAR 1972-73

Activity Page	Positive Comments	Negative Comments	Suggested Changes, Additions or Deletions